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ABSTRACT

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades seven and eight in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

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CSE Secondary School Test Evaluations:

Grades 7 and 8

CENTER FOR THE
STUDY OF EVALUATION
UCLA

CSE SECONDARY
SCHOOL TEST EVALUATIONS:

Grades 7 and 8

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Table of Contents

Foreword v
Introduction vii
  Educational Goals to which Tests May be Referenced viii
  Goals of Secondary Education ix
  The MEAN Evaluation System xxvi
  Implementation of the MEAN Evaluation System xxxv
  The MEAN Test Evaluations xxxvii
Test Evaluations 1
Appendix A: Partial List of References Supporting the Secondary Goal Taxonomy 173
Appendix B: Publishers and Distributors of Evaluated Tests 179
Index A: Index of Goals 187
Index B: Index of Tests 191

List of Figures

Figure 1: Secondary Test MEAN Evaluation Form xxxvi

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FOREWORD

The *CSE Secondary School Test Evaluations* is a product of the Evaluation Technologies Program of the Center for the Study of Evaluation (CSE). The major goal of the Evaluation Technologies Program is to increase the number of people who can conduct effective educational evaluations. Given the demand for evaluation such people are vitally needed in the schools today and the need seems to be constantly increasing. The Technologies Program is meeting this need by developing evaluation technologies to be used by on-site personnel who are involved in or responsible for conducting evaluations or who use the resulting information, along with instructional packages for training these personnel to take over most evaluation functions. The thrust of the program, therefore, is toward the evaluation functions and needs of teachers, administrators, curriculum developers, special project staff, and members of state and federal education agencies.

The major products of the Evaluation Technologies Program fall under three major categories:

Special Topics: Special topics include those areas demanding intensive presentation or special resource material to improve the quality of evaluation. The three volumes in this test evaluation book fall under the category of special topics. Other related products in this category are the *CSE Elementary School Test Evaluations*, the *CSE-ECRC Preschool/Kindergarten Test Evaluations*, and the *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills*. Information about these test evaluations is available on the back of the cover page to this volume.

Training Manuals: Manuals are self-instructional and provide *prescriptive* information on how various kinds of evaluation activities should be conducted for *specific* situations. In this category is the *CSE Elementary School Evaluation KIT: Needs Assessment*, published by Allyn and Bacon, Boston, Massachusetts. Other kits geared toward the specific evaluation problems of the elementary school principal are currently under development at the Center.

Training Modules: Each module contains a set of materials designed for workshops and study groups to provide information and training on *alternative* ways of performing evaluation functions to meet a *variety* of situations. *Evaluation Workshop I: An Orientation* and *Evaluation Workshop II: Needs Assessment* are available from CTB/McGraw-Hill, Del Monte Research Park, Monterey, California. Workshops dealing with other aspects of evaluation are under development at the Center.

The Test Evaluation Series

The test evaluation series serves a useful purpose in an evaluation and provides a great deal of information not currently available. We view the major advantages of the series as (1) conciseness, which is not offered by other test reviews, thereby limiting their use for most educators; (2) currency, which again is not provided in other compendia but found only in scattered test reviews; (3) educational relevance, since all tests are evaluated against consensual educational objectives; (4) objectivity, since CSE is not engaged in commercial test publication; and (5) consistency, since a single set of standards is employed against which all tests are evaluated.

CSE Secondary School Test Evaluations

The overriding goal in CSE's development of this test evaluation book has been the provision of a resource for administrators and educators that will be easy to use and will prove helpful. The format of the three volumes of the *CSE Secondary School Test Evaluations* has been designed to be especially easy and meaningful for today's educator.

The test evaluations have been divided into three volumes (grades 7 and 8; grades 9 and 10; and grades 11 and 12) to enable better binding and packaging as well as for convenience in subsequent utilization. The tests, further, were evaluated with the concerns of these specific grades in mind. Each of the volumes contains an introduction describing in considerable detail the procedures used in the test evaluations. The main part of each volume consists of the test evaluations themselves; each test or subscale was evaluated on several criteria that educators have found critical in making test selections. Each volume also contains indexes of goal categories and test names and appendixes listing publishers' addresses and some of the curricular resources that underlie many of the evaluative decisions.

If the user employs this book in the manner for which it has been designed, his procedure will be essentially as follows: through some form of needs assessment (dealt with in the *Elementary School Evaluation KIT: Needs Assessment* and *Evalua-*

tion Workshop II: Needs Assessment) or demand upon the education system it has become necessary or desirable to assess students' standings on some educational goal. (Notice that it is the *goal* that has come first, not the test. Test selection follows goal selection; until we know what goal we hope to attain we cannot intelligently select a test to measure its accomplishment.) Based upon the user's best interpretation of his goal, he consults the introduction to this or one of the other two volumes so that he can find the goal statement that most closely matches his need. When he has decided which of CSE's goal statements is most congruent with his own need, he then consults the Index of Goals for the grade level with which he is concerned. The index will lead him to the evaluation entries for all of the tests that are published and available that can be construed to measure that goal. The individual test evaluation entries will give the precise name of each instrument, the code for its respective publisher (full publisher names and addresses can be found in Appendix B), and ratings on each of the 39 evaluation criteria that were used in compiling the test evaluations. In addition, at the extreme right of each entry are summary ratings of "good," "fair," and "poor" for each of the four major evaluation factors. By scanning either the individual ratings or the summary ratings for each test within the goal area, the user can select one or several tests that seem most useful.

The next step will be to consult the Index of Tests to determine whether the test tentatively selected is a unitary instrument or is a subscale of some larger test battery or series. If the test is a unitary instrument, and the user wishes to make assessments only on the goal area in question, then selection of the particular test involves little more than choosing that test with the highest ratings (the more sophisticated user may wish to give special attention to certain particular rating criteria that are of importance to him, such as ease of scoring or the size of the testing group). If the potential tests are subscales of larger batteries the decision is more complicated; the user must decide if it will be useful to assess student standing on the goals assessed by the remaining subtests of the battery, or what the tradeoffs are in selecting a number of subscales from different tests. The user will be concerned with maximizing useful information and in doing so at a reasonable cost. For each test, it is usually possible to write to the appropriate test publisher to obtain a specimen test at nominal cost in order to provide further data for making test-selection decisions.

For a given goal area selected, it is possible that none of the tests listed will provide a satisfactory assessment instrument. Should this occur, the user may consider such alternatives as examining the availability of published criterion-referenced tests, developing his own tests, contracting for the development of appropriate tests, or simply using the best tests available with their deficiencies known and made explicit.

This foreword has described the way CSE would like to have educators use these volumes and the usage for which the volumes have been planned and designed. There are, of course, other ways that educators will want to make use of them. Educators who have employed previous volumes of CSE's test evaluations have indicated that they offer a useful listing of the wide variety of tests available and provide enlightening ratings of tests already in use. For these reasons, the *CSE Secondary School Test Evaluations* contains an Index of Tests and an appendix listing publishers and distributors of tests. In the case of the user who believes that *how* he measures is more important than *what* he measures, he can enter these volumes to look up specifically those tests he has already prechosen.

As these volumes are used and their value accepted, we at CSE believe that the user will come to adopt our philosophy—goal first, measure second.

Marvin C. Alkin
Director

INTRODUCTION

Over the last several decades published tests have maintained a large if not important role in the education of American youth. The large scale use of tests began with, and still is based upon, a counseling-guidance concern for helping young people make the important decisions necessary to their futures. In addition, the tests appeared to be useful in the selecting and screening of those students who presumably would profit from continued education. Today, the continued use of tests in our secondary-school programs is largely motivated by those same needs. In addition, the relatively new need for what is called "accountability" has been added to the press for continued and increased testing.

During the 1960's, as systems approaches and accountability procedures began making inroads from the military and some business sectors into other social institutions, the need for tests was seen in a broader light. Not only should testing devices be useful for the counseling and screening of students, but they should also offer decisive information on the status of the educational system as an institution. This was particularly the case when agencies outside the school building, whether district, state, or federal, provided funding or support for specific educational programs that were intended to yield specific educational outcomes. In an effort to avoid throwing good money after bad, these agencies became more and more interested in some sort of demonstration or proof that planned goals were being reached. When the accountability needs became clear it also became clear that the testing instruments available were not up to the task. The notion of education by objectives and referencing tests to objectives, long a part of the educational literature, became the foundation for the approach that could meet this new emphasis.

Today we are seeing what was once called a unitary need of educational accountability become a multi-faceted need. The payer of the fiddler is not only calling for specific student outcomes, but is also interested in knowing what caused the outcomes. In order to investigate causes, the accountability systems have expanded to include the documentation and the demonstration of the effects of various educational programs and the recording of the progress and processes of the programs, in addition to their final outcomes. Each facet of this need for accountability makes different measurement demands, and for that reason, calls for a different set of measurement devices. These devices are not only different from each other, but are also considerably different from the instruments that served (or failed to serve) last decade's educators. We are now witnessing increased awareness of and interest in measures that depend upon observations, planned interactions, and unobtrusive archival records.

All this has not diminished the importance of measuring student achievement. Its importance is still central to educational accountability, and is likely to remain so. But the new measurement demands have brought about a radical change in the complexion of tests used at the secondary level. In addition to the tests of verbal-quantitative "thinking," of vocational interests, and of "intelligence," there is a whole new arsenal, still not sufficient to meet the needs of educational accountability, of instruments much more closely aligned to the specific educational goals on which educators are focusing their efforts.

Any reader who compares a ten-year old test catalog with one of today can see this change: the *educational use* of tests for *educational purposes* has grown immensely. Many would say, however, that it has not grown enough. Not that educators should use more tests, necessarily, but that they should use tests that are educationally better. "Better" tests would be referenced to educational goals, with the subsequent test development and analysis subordinated to that referencing. While few educators would disclaim the need for such tests, it is the case that, for various reasons,, this well-referenced arsenal of tests does not yet exist. But the accountability demands do exist and must be met. It would seem that the best way to meet accountability demands would be to employ the best tests in the most goal-referenced way possible. This book is designed to enable educators to do just that. It is a catalog of all available tests for the secondary level, each of which has been assigned to a specific educational goal and then evaluated along several critical dimensions. Through the use of this book the educator can do an after-the-fact referencing of tests to program goals and then can select instruments that have the qualitites he most values.

But what are the qualities by which a test should be valued or chosen? Careful consideration of the purposes to be served by the measuring instrument will identify qualities over and above those generally considered in introductory texts of educational measurement. For purposes of discussion we have divided those qualities into four major categories: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

If the test user is concerned with measurement validity, he is primarily concerned with *what* the test is measuring. This concern is a direct consequence of the need to reference the test to some specified educational goal. It is no longer satisfactory for a test publisher to state that the test measures a goal of education; he must specify the goal, its limitations and extensions, and its manifestations in terms of behaviors to be learned. Then the publisher should present some documentation that his claims are in fact supported.

We can get documentation about different aspects of a test's goal-referenced nature by a listing and categorization of the items into specific objectives, by a matching of items to implicit objectives of curriculum materials, by judgments of teachers and curriculum experts that the stated goals are being addressed, or by empirical evidence in the form that textbooks refer to as validity. All of these approaches can provide legitimate support for the publisher's view of the meaning of a test.

An equally important consideration as the *what* of a test is the *who.* Not only must we be concerned with the target population to be measured by the instrument, but we must also be concerned that the test has been developed with the limitations and capabilities of that population in mind. At the secondary level such questions include whether or not the test items and content are too difficult or too simple for the examinees, whether the test honestly presents itself for what it is and does not trick the examinees, and whether the instructions really request what will count in the test's scoring. These might all be called "examinees' rights," the violation of which might result in apathy, antagonism, or alienation.

The *how* question is concerned with requirements for administering, scoring, and interpreting the test. Large-scale accountability efforts are usually matched by equally large-scale testing programs. School systems can hardly be expected to pay for testing programs that will demand time, money, and personnel not already available at the school site. Issues such as the number of students that can be simultaneously tested, costs of testing hardware, need for complicated or expensive scoring, and usability of interpretations are the important issues in this category.

Last, and probably least, of the educator's concerns in selecting and evaluating tests are the technical measurement aspects. Although these aspects are least understood by educators, and may very likely be of least value to him, it is these very aspects that are the focus of most of the reviews and summaries of educational tests that exist in today's journals and test reviews.

So far, the reader can see that we have set up four main categories of criteria on which we feel tests should be evaluated and selected. The remainder of this introduction will address those criteria more carefully and completely, so that the reader will understand just how we arrived at the test evaluations that comprise the major portion of this book.

Educational Goals to which Tests May Be Referenced

The notion of evaluation, like the notion of judgment, always carries with it the implicit or explicit establishment of criteria of goal satisfaction. One cannot, therefore, judge how well a test measures, without knowing what it is measuring and without some standard of the goodness of possible measurement. The establishment of some universal set of "whats," or educational goals, as we shall call them, puts one in the center of a long and hotly-disputed philosophical argument.

Aside from the issue of who establishes the goals of education, there is the problem of how the goals are developed and even phrased. Their phrasing and position within the universe of educational phenomena are highly, but usually clandestinely, dependent upon an underlying philosophy of education and how that universe is or should be organized. In this book, in order to set some sort of universe of goals for education, we have concentrated upon what are called student or learner outcomes on the assumption that such learned outcomes are the real ends, and not the means, of education. For the most part, the goals are not phrased as behavioral objectives, as behavioral objectives are not necessary to the activity of categorizing already existing tests, whereas they are an important asset in constructing a test. The range and scope of outcomes that are expected of students in all types of secondary education are numerous, however. Under these circumstances, it was necessary to categorize those outcomes so as to minimize redundancy without sacrificing completeness.

Our procedure, and surely not the only route that we could have taken, was to divide secondary education into its current major disciplines. We decided upon sixteen major discipline areas which we thought would cover most of the outcomes that are expected of secondary students throughout the country and would also induce the least amount of confusion as to where any one goal might be found. These major categories, in alphabetical order, are: arts and crafts, driver and traffic safety, English language arts, foreign language, health and safety, home economics, industrial arts, intellectual skills, mathematics, music, personality characteristics, philosophy and religion, physical education, science, social studies, and vocational/career education. It will be seen that these major categories are the organizing elements of the test evaluations that follow in this book.

It will be clear to most educators and people interested in the philosophical issues of goal setting and curriculum development that our categorization scheme is rather arbitrary, and indeed a bit old-fashioned. While the subject-matter or content organization of education is not in vogue today, it seemed to be the most reasonable way to make a systematically consistent division of educational outcomes. This division is one that everyone could understand, even if they did not endorse it.

The specific elements of our major classifying system are also rather arbitrary. Deciding what to name a category and what goals it would and would not include was a difficult and painful task. As an example, consider the category of vocational education. Should we have called this "career education"? Then what would we do with vocational education that did not fit into present notions of careers? Or what would we do with industrial arts or home economics goals? Asking another question, should vocational education be considered in terms of specific types of vocations or careers or should it be considered in terms of the common elements in all or many of the vocations? Should intellectual and personality characteristics be in the vocational education category or should they be in the categories of intellectual skills and personality characteristics? or both? or a little in each?

Through discussion within the team developing the goal system and in conferences with local and national experts in secondary education and curriculum, decisions were made that we feel will enable the user of this book to most easily and efficiently find the goal for which he is looking. The results of this deliberation are listed and described below.

GOALS OF SECONDARY EDUCATION

ARTS AND CRAFTS

1. KNOWLEDGE OF ARTS AND CRAFTS

A. Nature and Scope of Art

Understands what art is and why it is important. Is familiar with important issues in art and the attempted resolution of those issues. Is aware of the relationships of art to other disciplines.

B. Art Materials and Techniques

Is familiar with the various types of art, such as oils, watercolors, ceramics, photography, architecture, sculpture, interior decoration, product design, technical illustration, and fashion. Knows how to use various techniques to produce art.

C. Art Composition and Style

Is familiar with various aspects of art composition, such as perspective, balance, movement, harmony, contrast, and use of color. Is acquainted with various styles of art in each medium.

D. Works of Art

Is acquainted with historical and contemporary art, major artists, styles, and periods, in this culture and in other cultures.

E. Analysis of Art and Craft Products

Identifies and describes the uses of form and color and various aspects of composition employed in works of art. Identifies and describes the style or period, and the subject matter and theme of works of art.

2. PRODUCTION OF ART AND CRAFT WORKS

A. Mechanical and Hand Skills in Art

Demonstrates mastery of the mechanical and hand skills required to produce works of art (e.g., painting, weaving, sculpting, modeling, and photo developing).

B. Compositional and Style Skills in Art

Demonstrates mastery of the compositional skills required to produce works of art. Effectively uses particular styles in the production of art works.

C. Subject Matter Skills in Art

Demonstrates creativity in the choice and representation of a subject in works of art.

3. RESPONSE TO ARTS AND CRAFTS

A. Personal Response to Arts and Crafts

Responds emotionally to works of art. Appreciates and respects creativity and craftsmanship in art. Produces art in leisure time, collects art, visits museums, joins art societies, employs artistic principles to improve own environment.

B. Judgmental Response to Art

Analyzes and criticizes the merits of a work of art, and justifies own judgment. Enjoys discussions of art criticism and reading about art criticism.

DRIVER AND TRAFFIC SAFETY

4. FUNDAMENTALS OF SAFE DRIVING

A. Driver Responsibilities

Understands the factors involved in safe driving (conditions of the driver, vehicle, road, and traffic). Recognizes the skills necessary to safe driving and tries to master them. Respects the necessity of observing traffic regulations, demonstrating courtesy, remaining constantly attentive, and maintaining self-control while driving.

B. Motor Vehicle Laws and Rules of the Road

Understands the criteria to be met for licensing. Knows signals for turning and stopping. Knows how to respond to traffic signs, signals, and road markings. Knows rules governing speed, right of way, and vehicle fitness. Understands a driver's financial responsibilities in the event of an accident.

C. Basic Driving Skills

Understands the functions of car instruments and gauges and uses them properly. Can properly operate the car. Signals and observes all routine rules. Can plan trips, read maps, locate addresses, and keep a sense of direction. Takes situations into account in adjusting speed, separation from other cars, braking, and cornering. Drives defensively, with courtesy and attentiveness.

D. Auto Accident Prevention

Understands the medical, economic, social, and legal implications of accidents. Knows the major causes of accidents and how to avoid them. Knows the value of safety devices. Understands how to correct or prevent hazardous equipment faults. Understands the adjustments necessary when driving in mountain and desert areas. Knows what to do in emergencies.

E. Procedure in the Event of Auto Accident

Knows what defensive and protective actions to take when an accident can be foreseen. Can administer basic first aid to accident victims. Knows how to obtain police and medical assistance. Understands accident reporting procedures.

5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE

A. Motor Vehicle Maintenance and Repair

Knows function of major automotive systems. Understands the importance of following owner's manual. Knows a car's major maintenance points and understands the importance of regular maintenance. Understands means of minimizing wear of auto parts and ways of conserving gas and oil. Can handle simple mechanical emergencies.

B. Economics of Motor Vehicle Purchase

Can compute costs of vehicle purchase and operation. Knows how to select a reliable and economical car. Understands the legal points of insurance and financial responsibility. Understands the basics of contracts involved in purchasing, financing, and insuring a vehicle and knows ways of arranging these securely and economically.

ENGLISH LANGUAGE ARTS

6. DEVELOPMENTAL READING

A. Reading Comprehension Skills

Identifies the main idea and important details; determines the meaning of words from the way they are used; applies the reading technique appropriate to the subject matter. Draws inferences from material read.

B. Research and Study Skills

Can locate reference materials and information sources. Understands and knows the purpose of study assignments. Knows the steps involved in writing a research paper. Writes well-organized notes. Writes summaries of reading selections. Reads and understands directions. Knows the importance of having adequate light, table space, privacy and appropriate materials for studying.

C. Vocabulary Development and Spelling

Knows the meaning of prefixes and suffixes. Knows the process by which words are located in the dictionary. Knows the different levels of meaning for a number of words. Spells words correctly and knows the rules of spelling.

7. SPEECH, DRAMA, AND ORAL PRESENTATION

A. Organization of Ideas for Oral Presentation

Knows the purpose and prepares an outline before writing a speech or stage script. Maintains notes on plays seen and read, book reviews and articles on biographies, plays, television and radio programs, and films.

B. Types of Speeches and Drama

Knows how to give different kinds of speeches and various forms of public and/or private speaking used in debate, discussion and interview; and the production and direction of and performance in drama, films, radio, and television programs.

C. Mechanics of Oral Presentation

Knows the process by which the sounds of language are produced. Pronounces words correctly. Controls voice power, pitch, and tone. Establishes good eye contact with the audience. Displays good posture. Makes effective use of gestures. Knows the differences between usage and dialect. Uses the level of usage appropriate to the purpose.

D. Listening Habits

Knows the difference between hearing and listening. Knows the responsibilities of the listener. Identifies the main ideas, the important details, and the conclusion of a speech. Identifies speech defects or poor habits of the speaker.

8. GRAMMAR

A. Parts of Speech

Defines and gives examples of the eight parts of speech. Knows the purpose and relationship of the parts of speech to one another in a sentence. Detects improper use of the parts of speech.

B. Grammar of Sentences

Knows definitions and functions of sentences and parts of sentences. Identifies and correctly writes the different types of sentences, phrases, and clauses. Detects grammatically incorrect sentences, phrases, and clauses. Diagrams sentences correctly, and uses correct capitalization and punctuation.

9. WRITING SKILLS

A. Organization of Ideas for Writing

Translates own ideas into language; classifies, associates, and compares ideas; analyzes or identifies conditions. Writes outlines that group related ideas together and arranges the groups in logical order.

B. Sentence and Paragraph Development

Uses proper coordination and correct agreement. Avoids writing choppy, incomplete, and run-on sentences. Develops paragraphs by explaining topic sentences. Writes paragraphs that present a clear purpose or point of view. Recognizes poorly developed sentences and paragraphs.

C. Style

Employs natural and simple expression; various devices of style, exact emphasis, colorful word usage, and figures of speech. Uses a variety of sentence patterns. Avoids wordiness, unnecessary detail, and useless repetition. Recognizes ineffective style.

D. Mechanics of Writing

Exhibits legible handwriting, adequate margins and spacing, proper labeling and placement of headings, correct expression of numbers and figures, and correct abbreviations. Recognizes writing that is mechanically poor.

E. Formal Writing

Demonstrates ability to write each of the different types of essays and briefs.

F. Personal Writing

Writes business, friendly, and formal letters using appropriate headings, inside addresses, greetings, closings and signatures. Writes a personal autobiography that is brief and accurate.

G. Creative Writing

Writes poetry that conforms to accepted conventions of poetry; stories that are compact, produce a single effect, have a limited time and setting, and have rapid movement. Writes newspaper articles that exhibit conflict, social significance, the unusual, adventure, and amusement.

10. FORMS OF LITERATURE

A. Knowledge and Understanding of Literature

Identifies the important elements of biography, autobiography, tragedy, comedy, plays, short story, novel, newspapers, and other forms of literature. Understands dramatic form, use of language, and themes of prominent authors. Knows the type of information available through each form of literature.

B. Sources of Literature

Is aware of, reads, and has plans to read American, English, world, national, and ethnic literature. Identifies authors and their works, characters and plots; types of literature, and literary periods.

11. AANALYSIS AND EVALUATION OF LITERATURE

AA. Analysis of Plot and Theme

Explains the main action and sub-actions, conflicts between characters, and between characters and their environment, meaning of the theme, and writer's point of view. Describes the characters, identifies their roles, and understands their traits and emotions.

BB. Analysis of the Structure of Literary Works

Describes the development, arrangement of parts, and mode of presentation. Explains the meaning of figures of speech in poetry and other forms of literature, and the use and significance of specific details.

CC. Evaluation of Literature

Judges the mechanical aspects of literature and their contribution to the unity and structure of literary works. Criticizes dialogue of dramatic works, and the author's point of view. Judges the credibility of the theme, characters, setting, and the social, historical, and biographical references.

DD. Appreciation of Literature

Shows interest in and discusses the lives of famous authors. Shows appreciation for and interest in drama by attending plays and participating in school plays. Shows interest in essays by discussing the values and ideals of literary figures. Enjoys reading short stories, novels, and poems.

FOREIGN LANGUAGE

12. KKNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGGUAGE

AA. Foreign Language Writing System

Copies written materials accurately. Accurately transcribes simple utterances. Rapidly locates dictionary entries. Uses punctuation and special markings appropriately.

BB. Foreign Language Phonetics

Discriminates important sound features. Repeats simple utterances accurately and identifies sign-sound relationships.

CC. Foreign Language Vocabulary

Provides appropriate equivalents to given words and phrases. Provides words or phrases appropriate to a given context.

D. Foreign Language Grammar

Knows grammatical rules. Performs pattern drills and simple manipulation of syntax. Completes messages with appropriate forms of nouns, verbs, and other words.

13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE

A. Foreign Language Reading Ability

Responds correctly to questions based on the content of readings. Follows written directions. Provides English equivalents to written passages. Understands the plot of a story, the topic of a poem, and can summarize the content of readings. Approaches native ability in reading speed and comprehension.

B. Foreign Language Listening Comprehension

Transcribes spoken messages accurately and follows spoken instructions precisely. Provides comprehensive English equivalents to spoken messages and paraphrases spoken messages. Approaches native ability in perception and comprehension of the spoken language.

C. Foreign Language Writing Ability

Produces comprehensive equivalents to given English messages. Writes with expression. Approaches native ability in style, facility, command of idiom, and accuracy in writing.

D. Foreign Language Speaking Ability

Repeats spoken phrases precisely. Provides appropriate oral responses to given messages. Produces comprehensive spoken equivalents to given English messages. Speaks with expression. Approaches a native speaker in colloquial facility, style, command of idiom, and accuracy.

14. INSIGHT INTO A FOREIGN CULTURE

A. Literature of a Foreign Culture

Identifies authors and their works, types of literature, and literary periods. Explains the characters, plots and themes of notable works. Relates literature and other writings to their cultural contexts. Evaluates the merits of a communication according to specific criteria.

B. Social-Historical Features of a Foreign Culture

Knows history, politics, geography, economy, social structure, and folkways of the culture. Acquires tolerance and appreciation of differences in the values of different cultures. Identifies composers, artists, actors and filmmakers, and their works. Is familiar with prominent folk arts.

15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE

A. Interest in Learning and Using a Foreign Language

Enjoys and contributes to class activities and desires to converse with native speakers and to read native works. Attends native language films. Writes in the language to native correspondents and speaks the language with others outside of class. Reads native literary works, newspapers, or magazines for pleasure.

B. Interest in Learning About and Involvement in a Foreign Culture

Enjoys exposure to native music, film, art, and literature. Collects art and music of the culture. Seeks contact with local representatives of the culture or travels to the native land. Can function in the culture in a manner consistent with native ways.

HEALTH AND SAFETY

16. PHYSICAL AND MENTAL HEALTH

A. Personal Health

Cares for teeth, skin, nails, and hair, and selects clothing with regard to health. Understands the value of good grooming and proper health habits. Understands structure and care of sense organs. Understands importance of periodic medical exams and of securing professional services in medical treatment.

B. Nutrition

Knows what makes a balanced diet; the seven food components and their relationship to health. Knows how to control weight and the problems of and reasons for overweight and underweight. Knows about food supplements and preservatives, food production, storage, sanitation, and preparation.

C. Personality Development

Understands own personality, needs and abilities, and problems of adjustment and ways to solve them. Accepts different personalities and gets along well with others. Understands the biological and environmental factors that influence mental health. Develops a sense of responsibility for own behavior.

17. HABIT FORMING SUBSTANCES AND THEIR USE

A. Smoking and Tobacco

Understands the physical effects of tobacco and knows reasons why people smoke. Understands the relationship between smoking and lung cancer heart disease, and life expectancy. Is familiar with recent research and recommendations of health authorities regarding the effects of smoking.

B. Alcohol and Alcoholism

Understands the physical, mental, and social effects of alcohol. Knows the current kinds of treatment for the alcoholic.

C. Drug Use and Abuse

Knows the beneficial and medicinal effects of some drugs and the harmful effects of others. Understands the physical, mental, and social effects of narcotics. Is familiar with narcotics laws. Knows the types of treatment for the addict. Understands the addiction-prone personality.

18. MARRIAGE, FAMILY, AND SEX EDUCATION

A. Sex Education

Knows the process of adolescence and the emotional problems of sexual growth and development. Understands human reproduction. Knows medical terms in reference to the body. Overcomes common worries and misconceptions about sex. Knows factors that influence sex drive.

B. Dating

Realizes the functions and the responsibilities of dating, going steady, courtship, and engagement. Develops personal standards of conduct and understands that relationships require social maturity and responsibility. Understands possible personal, social, and health hazards of sexual relationships.

C. Marriage and Family Life

Knows factors for selecting a suitable mate. Understands the social role of the family and changing roles of men and women. Knows how to instruct children about sex, growth, and development problems. Knows areas of adjustment necessary for a successful marriage and approaches for resolving marital conflicts. Understands family planning.

19. PUBLIC HEALTH

A. Community Health

Understands how to protect self and others against communicable diseases and other environmental hazards. Knows and supports public health measures for the community. Is familiar with current and pending health laws and programs. Understands value of a clean and healthful environment.

B. Diseases

Understands the cause, treatment, and prevention of the major communicable and noncommunicable diseases. Understands immunity to disease. Understands the effects of venereal diseases on the individual and the community.

C. Consumer Health

Is critical of food and drug advertising claims. Reads labels critically before buying a product. Knows the danger of self-diagnosis, self-medication, and quackery. Can choose a doctor and knows when to call him. Knows the professional standards of health specialists and ways of paying for and obtaining health services.

20. SAFETY EDUCATION

A. Safety and Accidents

Knows household safety measures. Knows hazards and safety measures for drowning, fires, firearms, falls, burns, poisons, and recognizes poisonous plants and animals. Participates in safety programs and knows regulations for safety, their importance, and the consequences of violation.

B. First Aid

Understands the need for first aid and the proper transportation of an injured person. Understands the procedures for emergency care and knows legal problems of administering emergency care. Can apply principles of first aid and could qualify for the standard certificate.

HOME ECONOMICS

21. HOME AND FAMILY MANAGEMENT

A. Family Relations

Understands roles and conflicts in family living. Knows laws and legal responsibilities relating to families and knows the authority structure of the family in our society.

B. Home Nursing and Child Care

Can assist in the care of others in the home. Knows care of mother and baby both before and after birth. Can provide safe care for and meet needs of children. Knows about child welfare laws and agencies that protect and care for children. Can properly select a babysitter.

C. Home Management

Understands how the organization of time, activities, and property contributes to the achievement of family goals. Knows how to provide for family security and how families and individuals use income wisely.

D. Consumer Economics

Knows how to shop wisely. Is acquainted with sources that help consumers. Knows advantages and disadvantages of different types of payment plans. Can wisely select, buy, and store foods.

E. Housing

Recognizes different housing needs among families. Understands the relationship of use and care to the appearance and safety of the home, and to the cost of upkeep. Knows principles of purchasing and financing housing, home furnishings, and equipment.

F. Furnishing

Knows how to make a home comfortable, convenient, and attractive. Develops interior creative abilities. Understands how need, personal preferences and design influence home planning. Knows of new products and inventions in interior design.

22. FOOD AND MEAL PREPARATION

A. Food Preparation

Reads and interprets recipes. Properly uses and cares for cooking utensils and equipment. Understands measures. Understands role of the homemaker as a food manager. Knows about eating habits and preferences, and plans nutritional meals.

B. Meal Serving

Can set the table for various kinds of meals. Knows and practices table etiquette. Serves meals in appetizing and interesting ways.

23. CLOTHING AND TEXTILES

A. Clothing and Textile Selection

Selects personally suitable fabrics and garments in terms of style, color, and design. Knows about yard goods, clothing labels, and wise shopping techniques. Understands how fashions develop and what current fashions are. Applies principles of wardrobe planning.

B. Sewing and Clothing Construction

Can select, use, and care for sewing equipment. Understands and practices safety procedures in use of sewing equipment. Becomes skilled in hand and machine sewing. Appreciates the value of, and enjoys sewing.

C. Care of Clothing

Wisely cares for clothing and understands the importance of proper care. Knows laundry principles and procedures, and use and care of laundry equipment. Understands dry cleaning procedures. Becomes skilled in ironing.

INDUSTRIAL ARTS

24. INDUSTRIAL ARTS AND PRACTICES

A. Industrial Shop Safety

Knows safety procedures for various machines and tools. Understands need for proper conduct and proper dress in industrial arts laboratory. Properly uses hand-tools, and hand power tools, and powered equipment.

B. Drafting (non-vocational)

Performs mechanical, industrial, and architectural drawing. Reads drawings and blueprints and visualizes relationships between objects and working drawings. Understands building codes. Knows occupational opportunities in drafting and mechanical drawing.

C. Woodworking (non-vocational)

Knows characteristics, sources, and uses of various woods. Properly handles rough and finished wood stock. Applies techniques of assembly and wood finishing. Cares properly for wood and wood products. Knows occupational opportunities in wood working.

D. Metals and Machines (non-vocational)

Understands uses of different metals and works with various metals. Performs gas and electric welding operations. Understands operation and use of shop equipment. Understands basic sources of power and their uses. Maintains and repairs power units and tools. Knows occupational opportunities in metals and machines.

E. Electricity and Electronics (non-vocational)

Maintains and repairs electronic equipment. Knows theory of electricity and electronics. Reads wiring diagrams and does wiring. Tests and measures electrical circuits. Knows occupational opportunities in electricity and electronics.

F. Graphics (non-vocational)

Identifies printing type forms. Performs hand and mechanized composition. Does stencil cutting and block printing. Knows basic processes of book binding. Selects photographic equipment and materials to create special effects. Knows occupational opportunities in graphics.

G. Auto Mechanics (non-vocational)

Performs adjustments and repairs on automobiles. Understands the function of the various units of the automobile. Knows the occupational opportunities in auto mechanics.

INTELLECTUAL SKILLS

25. UNDERSTANDING

A. Comprehension and Production of Information

Has a broad vocabulary. Produces needed information and abstract ideas. Describes pictures or sounds and illustrates ideas with other ideas.

B. Integration of Information

Summarizes information by combining the essential parts into a meaningful total idea. Identifies major ideas, and recognizes the logic or connections among ideas in communication. Rearranges or reorders ideas in order to grasp the meaning.

26. MEMORY

A. Rote Memory

Recalls items of information that have no meaningful connection with each other or with situations, such as names, dates, addresses, or lists.

B. Meaningful Memory

Recalls items of information that fit together in some meaningful way, such as stories, peoples' characteristics and life situations. Recalls articles read and can contribute the information recalled.

27. SYSTEMATIC REASONING

A. Deductive Reasoning

Applies rules or principles in order to arrive at answers or solutions. Determines which rules of thinking are appropriate for a given problem. Explains given information in terms of known rules or principles. Uses thinking rules and principles to solve simple and complex problems.

B. Inductive Reasoning

Reasons from particular facts or individual cases in order to reach a rule or general principle. Discovers complex relationships and patterns. Formulates logical rules that account for facts. Makes generalizations that summarize information and can be applied to new situations.

28. CREATIVITY

A. Ingenuity

Generates information that is original. Creates novel and clever ideas. Invents new methods and generates new and uncommon procedures for dealing with problems. Adapts known methods to new situations.

B. Flexibility

Does not think in ruts, but shifts the direction of thinking. Redefines problems and is aware of deficiencies and inconsistencies. Recognizes the identity of an idea as seen from different viewpoints. Transfers approaches to new problems and considers various points of view to problems.

C. Elaboration

Fluently thinks of many specific details for stories, ideas, or objects. Finds a variety of solutions to problems.

29. EVALUATION

A. Logical Judgment

Applies logic. Makes judgments in terms of the consistency of the arguments, the relations among assumptions, evidence, and conclusions. Shows sensitivity to errors of judgment. Recognizes the values and points of view used in particular judgments.

B. Social Judgment

Understands and responds appropriately in social situations requiring discrimination, comparison, sensitivity, and judgment. "Common sense." Distinguishes between means and ends in selecting a solution to a social problem. Distinguishes fact, values, and opinion. Can appraise the adequacy of behavior in social situations.

MATHEMATICS

30. GENERAL MATHEMATICS

A. Arithmetic

Knowledge of the language of arithmetic. Skill in solving problems involving whole numbers, fractions, decimals, and proportions, using addition, subtraction, multiplication, and division. Ability to approximate answers to problems and to solve word problems.

B. Number Concepts, Systems, and Sets

Understands the concepts of the number line and order relationships. Ability to use the number line and find factors and prime factors. Knowledge of the decimal system and other (e.g., Roman) number systems. Understanding of expanded and scientific number notation, of number rounding, of other-base numeration and modular arithmetic. Understanding the concepts, symbols, and notations of sets. The ability to work with sets and interpret Venn diagrams.

C. Measurement

Ability to compute areas and volumes of figures. Familiarity with units of measurement in the English and metric systems and ability to convert among units and systems. Understanding of the approximate nature of measurement, error, and significant digits.

31. APPLIED MATHEMATICS

A. Business and Consumer Mathematics

Understanding of and ability to apply mathematics to problems in borrowing, lending, interest, investing, insurance, taxes, wages, commissions, cost/profit relations, and retail purchasing. Knowledge of the mathematics of banking, basic accounting, installment buying, real estate purchasing, and home finance. Skill in the use of calculators in business and home application.

B. Industrial and Vocational Mathematics

Facility in the use of computational and measurement devices such as slide rules, calculators, or math tables. Ability to apply mathematics to industrial problems in engineering, surveying, and carpentry.

C. Computer Programming

Knowledge of programming languages and skill in applying the language in meaningful programs. Skill in the solution of linear equations and problem solving. Ability to set up flow charts, use of subroutines, library functions and algorithms.

D. Computer Theory and Practice

Knowledge of the historical development of computers, the logical structure of computers, operations and components of computer machinery, and a grasp of the strengths and weaknesses of computer technology. Ability to keypunch computer cards and operate computers and related machinery. A familiarity with data processing systems and routines.

32. ALGEBRA

A. Algebraic Skills and Concepts

Understanding of symbolic representations of numbers, the use of variables as placeholders, and the language of algebra. Ability to use notational conventions. Ability to transform expressions and to graph points on the number line. Understanding of the laws of operations and the use of line segments and areas to represent numbers.

B. Real and Complex Number Systems

Understands the properties and rationale of the rational number system. Understands and can operate with positive and negative numbers and absolute values. Understands irrational numbers, the field properties of real numbers and the nature and operation of complex numbers.

C. Equations and Inequalities

Understanding of different types of mathematical sentences. Knowledge of the properties and characteristics of linear and quadratic equations. Ability to solve problems involving the setting up of equations or inequalities.

D. Exponents, Radicals, Logarithms, and Functions

Ability to find the roots of numbers and to work with exponents. Understanding of logarithms and ability to use them. Ability to use logarithmic tables and the slide rule. Understanding of linear and quadratic functions and their graphs. Familiarity with linearity, axes, and intercepts. Ability to graph exponential and logarithmic functions and to understand the graphs.

E. Linear Algebra

Understanding of vectors and vector spaces. Ability to perform vector operations. Knowledge of matrix algebra and ability in matrix operations. Identifies types of matrices; evaluates determinants; and uses them in the solution of systems of linear equations. Understanding of linear transformations and their matrix representations.

33. GEOMETRY

A. Informal Geometry

Recognizes and classifies geometric figures. Understanding of relationships among figures and ability to compute perimeters, areas, and volumes. Skill in the drawing of two- and three-dimensional figures. Ability to solve problems involving geometry. Knowledge of geometric symbols and the historical development of geometry. Awareness of the existence of non-Euclidean geometries.

B. The Nature of Proof in Mathematics

Understanding of concepts of defined and undefined terms, assumptions, axioms, postulates, hypotheses, conclusion, and proof. Ability to identify and construct conjunctions, disjunctions, and conditional sentences, their inverses, converses, contrapositives, and negations. Ability to construct truth tables and find truth values. Understanding of the various methods of proof and the rules of inference.

C. Euclidean Plane Geometry

Understanding of the definitions, axioms, and theorems of Euclidean plane geometry. Ability to apply it to the solution of numerical or verbal problems. Ability to use definitions, axioms, and previously proved theorems, along with appropriate methods of proof, to construct a valid proof of a theorem or statement.

D. Coordinate Plane Geometry

Understanding of the relationship between the Euclidean plane and the Cartesian plane and ordered pairs of real numbers. Ability to apply the definitions, formulas, and theorems of coordinate geometry to the solution of problems. Ability to construct a valid proof of geometric theorems or statements using the methods of coordinate geometry.

E. Solid Geometry

Understanding of the definitions, axioms, formulas and theorems of Euclidean solid geometry and three-dimensional coordinate geometry. Understanding of the relationships between the two solid geometries.

34. TRIGONOMETRY

A. Trigonometric Ratios

Knowledge of numerical values of ratios for special angles without the use of tables. Ability to apply reduction formulas for angles greater than 90° and for negative angles. Ability to solve right or oblique triangles and to solve problems of surveying or navigation that involve the use of the trigonometry of triangles.

B. Coordinate Trigonometry

Ability to convert vectors between rectangular and polar representations and find the components, magnitudes, and direction angles for a vector. Understanding of the resolution and composition of vectors and their relationship to complex numbers. Ability to represent complex numbers in polar or rectangular form.

C. Trigonometric Formulas and Identities

Understanding of and ability to use or manipulate the law of sines, law of cosines, deMoivre's formula, trigonometric area formulas, addition and double angle formulas, and trigonometric identities.

D. Trigonometric Circular Functions

Ability to use radian measure and related formulas. Understanding of the circular functions for real numbers and ability to graph them. Understands relationships between the circular functions and trigonometric ratios. Ability to solve equations and evaluate expressions involving the circular functions.

35. PROBABILITY AND STATISTICS

A. Organizing and Presenting Statistical Data

Ability to construct and interpret statistical graphs and frequency tables. Ability to group data by intervals. Ability to construct and interpret frequency histograms and cumulative frequency polygons for grouped and ungrouped data.

B. Descriptive Statistics

Understanding of and ability to compute measures of central tendency and dispersion and relationship between variables. Understanding of the derivation and use of the least square line. Ability to interpret descriptive statistical measures in order to make valid statements about data.

C. Probability Concepts and Distributions

Ability to solve problems involving permutations and combinations. Understanding of the language of probability. Ability to compute probabilities of different kinds of events. Understanding of random variables, probability distributions, and familiarity with common distributions. Knowledge of basic probability theorems.

D. Statistical Inference

Understanding of sampling techniques, standard errors, and confidence intervals. Understanding of concepts and terminology of hypothesis testing and ability to use tests of hypotheses correctly and efficiently. Knowledge of the properties of and the calculations for repeated trials experiments.

36. ADVANCED MATHEMATICS

A. Analysis and Elementary Functions

Knows and understands differential geometry of curves, Mean Value Theorem, variational and iterational methods.

B. Analytic Geometry

Knows and understands distance and slope. Solves problems dealing with polar and rectangular coordinates, equations and graphs, parametric equations, solid analytic geometry.

C. Calculus

Knows and understands indefinite sequences, series, integrals; the concepts of limit, maxima, and minima; and fundamental theorem of definite integrals. Solves problems dealing with the application of definite integrals, differential calculus, multivariate calculus, vector calculus, and numerical calculus.

MUSIC

37. KNOWLEDGE OF MUSIC

A. Nature and Scope of Music

Understands what music is and why it is important. Is familiar with important issues and attempted resolutions of these issues. Is aware of the relationships of music to other disciplines.

B. Elements and Media of Music

Is familiar with various characteristics of sound. Is familiar with the system of notation used to write music and with the various scales used in music.

C. Structure and Organization of Music

Knows the components of music (rhythm, melody, harmony) and how they are used to create various types of music. Is familiar with the principles of design used to create variety and unity in musical works. Is familiar with various musical forms and their organization and combination in musical works.

D. Knowledge of Musical Works

Is acquainted with historical and contemporary music, major composers, styles and periods, in this culture and other cultures.

E. Analysis of Musical Works

Identifies and describes the medium in which music is performed and the various elements of which the work is composed. Identifies and describes the rhythm, melody, and harmony of musical works and how they are used to create a certain type of music. Identifies and describes the style and period of musical works.

38. PRODUCTION OF MUSIC

A. Vocal Performing Skills in Music

Demonstrates mastery of the vocal skills (breath and volume control, phrasing, diction) required to perform musical works.

B. Instrumental Performing Skills in Music

Demonstrates mastery of the instrumental skills (solo instruments, band, orchestra) required to perform musical works.

C. Compositional Skills in Music

Demonstrates mastery of the compositional skills required to create a musical work.

39. RESPONSE TO MUSIC

A. Personal Response to Music

Responds emotionally to musical works. Appreciates creativity and craftsmanship in the musical works of self and others. Produces music in leisure time, collects musical recordings, attends concerts, joins musical societies.

B. Judgmental Response to Music

Analyzes and criticizes the merits of musical works, and justifies own judgments. Enjoys discussions of readings that focus on the critical analysis of music.

PERSONALITY CHARACTERISTICS

40. TEMPERAMENT

A. Emotional Security

Is generally cheerful, composed, calm, realistic, confident, and optimistic. Can deal with tension, depression, and frustration when they occur.

B. Realistic Responsibility

Views the world realistically and handles life's problems rationally; but without sacrificing sensitivity, appreciativeness, and concern for feelings and ideals. Is conscientious, dependable, and neat; but remains spontaneous and does not insist on sticking to things that have lost their purposes.

C. Inquiring Boldness

Is energetic, ambitious, and adventurous, seeking new experiences and opportunities; not overly cautious, insecure, or lacking drive. Is interested in abstract ideas, examines tradition critically, and is tolerant of change and diversity. Is analytical, observant, resourceful, and inquiring; rather than rigid, overdeliberate, or thoughtlessly conforming.

D. Productive Self-Assertion

Takes the initiative in groups, acts in accordance with personal convictions, asserts own point of view but with consideration for the needs and attitudes of others. Is independent, self-assured; as opposed to being overly reserved and shy. Is cooperative and generally respectful of laws and rules; and resists conformity for the sake of conformity. Is not unreasonably rebellious or resentful of control.

E. Friendliness and Trust

Seeks and maintains close relations with others and desires social approval. Shows faith in others and participates trustingly in groups, but is not so naive or gullible as to fail to recognize human faults and the limits of good will. Is loyal to friends and not withdrawn into own self. Is not overly skeptical, mistrusting, or defensive.

F. Sensitivity and Concern

Is sensitive to other people's needs, interested in the reasons for their behavior, tries to put self into another's place before judging, and generally shows concern for the welfare of others. Is helpful, generous, unselfish, forgiving, and warmhearted; as opposed to being overly detached, aloof, or critical.

41. ATTITUDINAL FACTORS OF ACHIEVEMENT

A. Self-Concept

Sees self realistically, possesses a sense of personal worth and self esteem, and feels well-regarded by others. Has confidence in self. Feels in command of own life and takes personal credit for own accomplishments. Does not feel that circumstances or other people completely control life and future.

B. Achievement Motivation

Undertakes challenges with optimism and persistence, and seeks opportunities to develop new talents. Is reasonably ambitious, persistent, and competitive, with a challenging level of aspiration.

C. School Orientation

Values and enjoys academic accomplishment, has a satisfying social life at school, and maintains positive relations with school authorities. Likes school subjects and learning, and generally enjoys and appreciates school.

42. SOCIAL BEHAVIOR

A. Interpersonal Relationships

Relates and interacts positively and constructively with others. Understands the intentions, motivations and roles of others and responds accordingly.

B. Social Behavior Skills

Knows and practices the rules of courtesy, manners, etiquette, and politeness. Is familiar with the social values and customs of own class and of other classes of people.

PHILOSOPHY AND RELIGION

43. PHILOSOPHY

A. Nature and Scope of Philosophy

Knows the background and historical development of philosophy. Knows important philosophers, basic concepts, and ideas of various philosophies. Can identify basic philosophical issues. Understands why these issues have become and remain important.

B. Personal Philosophy and Values

Develops a personal philosophy and attempts to live by it. Understands his own value system and that of his society. Knows how to examine his own value system. Knows and can use several methods of deciding about values.

44. RELIGION

A. World Religions

Is familiar with sacred and historical writings of various religions and their influence on beliefs and practices. Knows the beliefs and practices of various religions, their bases, and the effects they have on the spiritual, social, and economic lives of the believers.

B. Knowledge of Own Religion

Knows the sacred and historical writings of own religion, what they mean, and how they are variously interpreted. Knows beliefs of own religion and how they guide life. Can explain or justify beliefs and practices and can find original sources of them. Can compare own beliefs and practices with those of others.

C. Personal Acceptance and Belief in Religion

Has a firm religious faith, even though it may be in conflict with the convictions and ethical concepts of friends. Appreciates the importance of scriptural study in religious growth. Is willing to consider opportunities for full-time service to own religion.

D. Personal Religious Practices

Participates in the religious rituals, observances, and activities of own religion. Uses religious faith to help deal with doubts about the world and self. Seeks guidance from others of own religious faith in matters relating to life style.

PHYSICAL EDUCATION

45. PHYSICAL DEVELOPMENT AND WELL-BEING

A. Physical Growth and Development

Has a healthy body and physical well-being. Can meet extra demands on the muscular and respiratory systems without great discomfort, extreme fatigue, or danger to health. Understands and appreciates the need for good physical condition and posture. Works to achieve and maintain good physical condition.

B. Motor Skills, Movement, and Muscular Coordination

Has coordination, strength, endurance, vigor, flexibility, agility, balance and poise. Performs basic sport skills such as running, jumping, throwing and kicking. Exhibits a sense of timing and distance and an appropriate use of force in physical interaction with objects and other people.

46. SPORTS AND GAMES

A. Rules and Strategies of Sports and Games

Knows the vocabulary and concepts associated with sports and games. Understands and follows the rules and directions of sports, games, and team play. Uses the strategies of games and sports.

B. Skill in Sports and Games

Has skill in such sports as swimming, football, tennis, baseball, track, or basketball. Interacts well with other team members.

C. Physical Education Equipment

Knows how to use and maintain physical education equipment. Uses equipment properly and safely.

47. PERSONAL IMPACT OF PHYSICAL EDUCATION

A. Social and Psychological Impact of Physical Education

Directs anger and aggression into socially acceptable behavior. Demonstrates culturally approved patterns of personal behavior and personal relationships during participation in games, sports, and dance.

B. Group Activity and Sportsmanship

Is a good winner and a good loser. Has initiative, leadership, and the ability to be a good follower. Obeys the rules of the game. Is emotionally involved in the activity and has team spirit.

C. Interest and Independent Participation in Sports and Games

Participates in a variety of physical activities during leisure time. Analyzes own performance and tries to improve it.

SCIENCE

48. BIOLOGY

A. Nature, Origin, and Evolution of Life

Knows the chemical and physical characteristics of living matter. Understands the structure, organization and growth of living tissue. Compares the structure and functions of simple and complex forms of life. Knows of scientific explanations of origin and evolution of life. Understands the classification and naming of the forms of life.

B. Reproduction

Knows laws of genetics. Knows how knowledge of genetics and heredity has helped to explain the occurrence of physical traits and conditions. Knows the processes involved in sexual and asexual reproduction.

C. Plants

Knows and compares the major groups of plants and the important characteristics of each group. Understands plant growth and reproduction. Knows characteristics of protists and their effects.

D. Animals

Knows the major groups of invertebrate and vertebrate animals and their important characteristics. Compares the cellular, organ, muscle, and bone structures of the different groups of invertebrates and vertebrates.

E. The Biology of Man

Knows the organ, muscle, and bone structures of the human body and their functions. Compares the structures of the human body with other vertebrates. Knows the kind and amounts of food the human body needs. Understands the operation of the nervous, digestive, and other body systems.

F. Ecology

Knows and understands the relationship between all living things and their environments. Understands the kinds of changes that affect these relationships. Knows what kinds of plants and animals are found in different parts of the world and why.

49. CHEMISTRY

A. History, Theories, and Principles of Chemistry

Knows the history of the development of chemistry and the role of chemistry in other fields. Understands the explanations, principles, and laws dealing with chemical events.

B. Terminology, Symbols, and Element Families

Defines terms used in chemistry; knows names, symbols, and element families and their characteristics.

C. Atomic and Molecular Structure

Knows the parts of the atom and how they combine to form atoms; knows what molecules are and how they are formed by groups of atoms.

D. Chemical Reactions

Writes and balances reduction equations; understands chemical and nuclear reactions.

E. Carbon Compounds and Bio-Chemistry

Knows the structure, nomenclature, and characteristics of chemicals with carbon and hydrogen and other compounds that are organic (soap, wax, sugar, oil).

50. GENERAL SCIENCE

A. Geology

Knows the methods, instruments, and theories of geologists and geophysicists. Understands how the earth is measured. Knows geophysical properties of the earth and how geological and fossil records explain the earth's development. Understands the formation of rocks, topographic features, and land masses.

B. Weather Science

Knows the methods, instruments, and theories of meteorologists. Understands the properties and effects of air masses, air currents, and wind systems. Knows and understands the factors affecting climate and the major climatic regions of the world.

C. Ocean Science

Knows the methods, instruments, and theories of oceanographers. Describes the physical and chemical properties of ocean water. Knows about currents, tides, and the topographic features of the ocean floor.

D. Space Science

Knows the methods, instruments, and theories of astronomers. Knows the kinds of heavenly bodies found in interstellar space. Knows the special needs and problems related to space travel.

E. Investigative Skills and Scientific Method

Correctly uses laboratory equipment and procedures in the science studied. Observes safety rules and has knowledge of equipment. Applies mathematics correctly. Understands the scientific method; its nature and limitations. Knows the rationale and procedures of experimentation and the logic of theory building and theory testing.

51. PHYSICS

A. Mechanics

Understands the concepts of length, time, mass, velocity, acceleration, force, energy, momentum, and work. Knows the conservation laws of mass and energy. Applies vector and scalar algebra, Newton's laws, and other principles to problems of rocketry and satellite motion.

B. Kinetic Theory

Understands the assumptions and concepts of the kinetic interpretation of heat. Knows kinetic theory and the gas laws. Knows the states of matter and properties of gases. Applies gas laws to problems dealing with temperature, pressure, and volume.

C. Fields and Electricity

Knows the properties of electric and magnetic charge, electromagnetism and ionization. Knows how electric and magnetic charge is measured. Uses algebraic and statistical formulas to solve problems dealing with electric circuitry and magnetism.

D. Waves and the Propagation of Energy

Knows how energy is transferred, how waves are induced, and the different kinds of waves (light, sound, longitudinal, transverse, periodic) and their properties (frequency, period, amplitude). Understands reflection, refraction, resonance, polarization. Knows how to measure energy in waves.

E. Atomic and Nuclear Physics

Knows the structure of the atom. Knows the major models of the atom and the important differences between them. Knows and understands atomic and nuclear reactions and how atomic and nuclear energy is controlled.

SOCIAL STUDIES

52. ANTHROPOLOGY

A. Nature and Scope of Anthropology

Knows the major areas of study in anthropology, how the anthropologist studies societies, and how the methods of the anthropologist can be used to learn more about ourselves. Understands concepts such as culture, physical anthropology, cultural anthropology.

B. Characteristics of Cultures

Knows how man's languages and technology evolved. Knows components of a culture and a civilization. Knows why cultures have religion(s) and how societies determine their value systems. Understands concepts such as tools, symbols, civilization, family.

C. Human Evolution and Variations

Knows various types of primates and how primates evolved. Knows the criteria and mechanism of ethnic differentiation, and the divisions and ethnic groups of man. Understands concepts such as evolution, genes, ethnic.

53. ECONOMICS

A. Business and Trade

Understands organization and operation of industry, problems in the production of goods, and various organizations that serve as regulators of industry. Knows how tariffs can influence prices, and how trade can influence production. Understands concepts such as labor union, minimum wage, import, export, balance of payments.

B. Economic Systems

Understands capitalism as an economic system, and how it functions in the United States. Knows structure and fuoctions of other economic systems. Understands concepts such as national debt, deficit spending, fiscal year, wage freeze, taxes, communism, socialism, fascism.

54. GEOGRAPHY

A. Physical Geography

Knows world climate variations, population variations, land features, and origins of various natural landmarks. Understands concepts such as desert, mountains, continent.

B. Cultural and Social Geography

Knows where and why various cultures settled and why certain areas supported greater populations than others. Understands concepts such as population, settlement.

C. Political and Economic Geography

Knows how topography, resources, and climate affect man's activities. Knows specific areas of production of various products, and locations of various natural resources. Understands concepts such as resources and impact on national policy, production, transportation.

55. GOVERNMENT

A. United States Government

Knows structure of levels of government and functions of officials. Knows rights guaranteed to citizens by the Constitution, duties and responsibilities of citizens, and major governmental issues and problems. Understands concepts such as checks and balances, federalism, separation of powers, separation of church and state.

B. Other Types of Government

Knows and understands the structure of governments other than the United States' and the functions of various officials in these governments.

C. Citizenship

Knows issues confronting governing bodies and attends meetings of local governing body; understands why laws are necessary in society, observes and obeys the law; understands methods of changing unjust laws; votes; opposes injustice.

56. HISTORY

A. Ancient History

Knows important events and persons from the beginning of recorded history to the fall of the Roman Empire and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as organized religion, alphabet, Roman law.

B. Medieval History

Knows important events and persons from the fall of the Roman Empire to the fall of Constantinople in 1453, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as feudal system, crusade, scholasticism.

C. Modern World History

Knows important events and persons from the fall of Constantinople to the present, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as cold war, colonialism, imperialism, reformation, renaissance.

D. American History

Knows important events and persons from American history and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as progressivism, federalism, sectional conflict, military-industrial complex, immigration.

E. State and Local History

Knows important events and persons from state and local history, and can place them in the correct time order. Understands reasons, causes, and effects of events and major developments of state and local history.

57. PSYCHOLOGY

A. The Nature and Scope of Psychology

Knows major fields and methods of psychological work, can name the place of psychology among the sciences (clinical psychology, animal psychology, experimental psychology).

B. Human Behavior

Knows various ways of measuring human behavior, how behavior develops, various principles of learning, and how biology influences behavior. Understands concepts such as intelligence, thinking, relation between heredity and environment, reinforcement, conditioning.

C. How Psychology Can Help People

Knows emotional problems of adolescents and types of mental illness. Knows processes involved in experimental psychology, and how experiments are used in different areas of psychology. Understands concepts such as mental health, mental illness, learning.

58. SOCIOLOGY

A. Man and His Society

Knows ways in which man becomes socialized and various ways society can affect the individual. Knows structure and function of social institutions and the role each plays in American society. Understands concepts such as educational system, family, religion, socialization.

B. Distribution and Organization of People

Knows how populations distribute themselves, what a class system is, various socio-economic groups in America, and problems associated with large populations. Understands concepts such as class, social mobility, overpopulation.

C. Social Change

Knows a variety of explanations for social change, forces operating for and against social change, and problems brought about by social change. Understands concepts such as status quo, technology, folkways, culture shock, future shock.

D. Minority Groups in America

Knows what constitutes a minority group, and the variety of minority groups in America. Knows traditional and current problems encountered by minority groups and how they have overcome and are attempting to overcome them. Understands concepts such as institutionalized racism, discrimination, civil rights, "melting pot."

59. SOCIAL STUDIES SKILLS

A. Research Skills in Social Studies

Can locate and interpret information (statistical data, charts, maps, globes, historical writings and materials). Can apply the research techniques of the social scientists, such as sociological survey of the school or the local community.

B. Critical Thinking Skills in Social Studies

Can identify central issues and underlying assumptions in the social studies. Can evaluate evidence and draw warranted conclusions concerning positions taken by social scientists on important issues and assumptions.

C. Interest in Social Studies

Reads assigned classroom material, is attentive to current events dealing with various aspects of the social studies, expresses interest in further study of the social studies.

VOCATIONAL/CAREER EDUCATION

60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS

A. Agricultural Vocations

Knowledge and skills in agricultural production, supplies, services, mechanics, processing, inspecting, and marketing. Knowledge and skills of production, processing, marketing, and servicing ornamental horticulture. Knowledge of the conservation, utilization, and servicing of agricultural resources. Knowledge and skill for the production, processing, management, marketing, and services in forestry.

B. Distributive Vocations

Knowledge and skills in the marketing, selling, and servicing of advertising, apparel and accessories, automotive materials, finance and credit, flowers, food, general merchandise, hardware, building materials, farm and garden supplies, home furnishings, hotel and lodging services, industrial materials, and supplies, insurance, personal services, petroleum, real estate, recreation and tourism, and transportation.

C. Health Occupations

Knowledge and skills in dental assisting, medical laboratory assisting, nursing, practical nursing, nursing assisting, home health aid, and medical assisting.

D. Gainful Home Economics Vocations

Knowledge and skills in the care and guidance of children; clothing management, production, and services; food management, production, and services; services for home furnishings and equipment; and institutional and home management and supporting services.

E. Office Occupations

Knowledge and skills in accounting and computing; business data processing systems; filing; office machines; general office clerical systems; information communication; office materials transporting, storing, and recording; personnel and personnel training; stenography; secretarial duties; supervision, administration, and management of offices; and typing.

F. Technical Vocations

Knowledge and skills in aeronautical technology, architecture, chemical technology, civil technology, electrical, electronic and electromechanical technologies, mechanical technology, and scientific data processing.

G. Trade and Industrial Occupations

Knowledge and skills for trades in air conditioning, appliance repair, automotive services, aviation, business machine maintenance, commerical art and photography, construction and maintenance, custodial services, diesel mechanics, drafting, electricity, electronics, fabric maintenance, graphic arts, maritime service, metal working, metallurgy, personal services, plastics, public service, quantity foods, refrigeration, small engine repair, stationary energy sources, textile production and fabrication, leatherworking, upholstering, and woodworking.

61. GENERAL VOCATIONAL APTITUDES

A. Clerical Aptitude

The ability to deal rapidly and accurately with numbers and letters. Checking, filing, and organizing without errors. Ability to deal with clerical details accurately.

B. Following Directions and Applications

The ability to learn and follow established procedures for performing vocational tasks. Ability to apply principles, processes, and techniques of the vocation and apply written directions and information. Attention to detail and quality standards.

C. Spatial Aptitude

Ability to visualize objects from drawings to their three-dimensional realities. To visualize rotations and reorientations of the objects and to foresee what the objects will look like when changes are made in them.

D. Mathematical Facility

Facility to accurately and rapidly perform arithmetic computations and solve mathematical problems.

E. Vocational Creativity

Ability to create appropriate vocational responses to unforeseen situations. Artistic creativity in the production of goods and services.

F. Managerial Aptitude

Ability to motivate people to work cooperatively and to coordinate and supervise a variety of activities. Decision-making abilities and skill in formulating plans.

G. Interpersonal Skills

Ability to communicate effectively with people. Ability to influence and persuade people to do or buy things. Sales and political abilities.

62. GENERAL VOCATIONAL ATTITUDES

A. Vocational Responsibility

Willingness to assume responsibility, to increase one's responsibilities. Willingness to take initiative on the job and to exhibit stability under stressful situations.

B. Job Adaptability

Willing adaptability to routine chores of a job and adaptability to novel situations that occur on the job. Willingness to follow instructions and directions.

C. Vocational Relationships

On-the-job sociability with co-workers and with customers/clients. Concern for others on the job. Poise and self-confidence in dealing with others on the job. Good grooming and manners.

D. Career Preparation

Knowledge of career options, requirements, outlooks, and advancement opportunities. Knowledge of where career information can be found and how careers can be matched to individuals. Knowledge of how to keep and advance in careers and how to interview for jobs successfully.

63. VOCATIONAL INTERESTS

A. Mechanical-Manual Interests

Preference for working with machinery; manipulating, controlling, servicing, and designing machines; manual work and activities.

B. Social Interests

Preference for involvement with people; leading, selling to, persuading, serving, assisting, and working with people.

C. Theoretical Interests

Preference for mental work and working with ideas; expressing, writing, investigating, appreciating, and teaching ideas.

D. Outdoor Interests

Preference for outdoor work; working at all levels in the outdoors.

E. Creative Interests

Preference for creative work; artistic, musical, or literary creativity.

F. Office Interests

Preference for office work; clerically working with numbers, letters, and words in offices.

G. Domestic Interests

Preference for tasks relating to maintenance of home and family.

64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES

A. Auditory Acuity

Sensitivity to sounds; their pitch, loudness, and duration. Sensivity to sound combinations and what sounds mean or signify.

B. Visual Acuity

Accurate perception of form and color discrimination. Acute long-distance vision and close-up vision. Good depth perception and visual judgment.

C. Coordination

Rapid and accurate eye-hand, eye-foot, and eye-hand-foot coordination. Quick and appropriate physical responses to sensory signals.

D. Dexterity

Quickness and skill in using hands and fingers to work with small and complicated objects.

E. Physical Stamina and Strength

Strength to perform heavy or arduous work and the stamina to keep at it for extended periods of time.

The goals and objectives listed above comprise the system into which all the tests were to be classified and upon which they would be evaluated in terms of the *what* that they measure. The breadth and extent of each goal's description was based upon a careful review of such documents as curriculum guides, textbooks, and district plans. Some of these resources are listed in Appendix A of this book to enable the reader to better understand the nature and direction of our categorization system.

The MEAN Evaluation System

Preparatory to the test evaluations, a thorough canvass of test catalogs and test publishers was undertaken, and all tests suitable or recommended for secondary students, except clinical and projective measures, were ordered. The regular list price was paid for all materials so as to avoid any implication of bias. The final collection of instruments includes approximately 1,100 tests, including over 5,400 subtests with separately normed scores. A subtest was to be evaluated if it yielded a separate score which the publisher or the organization of the test clearly indicated could be interpreted separately. Using this rule of interpretability, a test was either evaluated as a whole and for each of the subtests, or just as a whole, or just for the subtests. Each test and subtest was then categorized by grade level according to the claims or directions of the publisher. If the publisher gave no grade-level instructions, the evaluators estimated grade levels according to common curriculum sequences and item difficulties. The tests were then subjected to the MEAN evaluation procedure in order to identify and endorse those measures most appropriate, effective, and useful in assessing the status or progress of students or their schools. Only the materials provided by the test publisher or distributor were used for evaluation purposes.

The primary concerns in the application of the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency across evaluators, specific guidelines for evaluation of each criterion and letter grade assignment were adopted.

Upon a test's or subtest's assignment to one of the educational goals it was subjected to an intensive evaluation according to the MEAN system, the evaluation method that was utilized, in slightly varied form, in three previous CSE test evaluation books.(*CSE Elementary School Test Evaluations, CSE-ECRC Preschool/Kindergarten Test Evaluations, CSE-RBS Test Evaluations: Tests for Higher-Order Cognitive, Affective, and Interpersonal Skills*). MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

Thirteen of the thirty-nine MEAN criteria deal with empirical aspects of the test, mostly validity and reliability. A rule was generated that for these criteria the samples giving rise to the empirical data must contain some students in at least one of the two grades for a given evaluation (7–8/9–10/11–12) and must not include students more than one grade level above or below these grades. For specific course-like tests, e.g., chemistry or physics, the data supporting such tests (unless otherwise specified) are assumed to have arisen from the grade level at which the course is traditionally or usually taught, even though the course may not necessarily be grade specific. Consequently, the evaluations for other grades suffer. In general, tests which do not report data for each grade level, but for a range of grades larger than one grade above or below the two grades of an evaluation will also suffer. For example, the *Kuder Preference Record, C* presents data based on grades 9–12. The data for the grades 9–10 evaluation will not receive credit because grade 12 is more than one grade above grade 10. Likewise, the data for the grades 11–12 evaluation will not receive credit because grade 9 is more than one grade below 11.

Measurement Validity

Criteria. Members of the review team were instructed in the use of the taxonomy of educational goals and each test was judged according to its capacity to assess the particular goal that seemed most appropriate to it. Judgments were made in terms of the extent to which the items assessed the whole range of behavior or content subsumed under the particular goal, as well as the number of items within the scale that were actually focused on this goal behavior.

Frequently the independent judgment of several reviewers was that a test did not measure the goal indicated in its title. In such cases, the test was assigned to the goal area which the evaluators agreed was more appropriate to it. Usually this was not too difficult a judgment to make since most tests did seem to have a recognizable focus that fit into the goal taxonomy. There were several types of tests, however, that did not fit easily into the taxonomy. If a test assessed characteristics not explicitly encompassed by any category of the taxonomy, it was assigned to the goal to which it appeared to be most relevant. If the test assessed behaviors or goals spanning several categories it was considered to be a measure of the goal that the plurality of its items appeared to assess. The underlying guideline for the assignment of a measure to a goal area was to place it where it would receive the maximum score on the Measurement Validity criterion.

In some instances where test title and assigned goal category did not appear to match, test evaluator judgments were preferred to the implications of the test titles. For example, the *McGuire Safe Driver Scale* appears to assess the emotional stability and maturity that is commonly assumed to be needed for safe driving. As such, it may very well find its place in an evaluation program within the curriculum area of driver and traffic safety. Because the items all deal with personality characteristics, however, the test was assigned into the affective area. This assignment practice should not be interpreted as a slur upon the nature or intention of the test, but simply as the result of trying to fit tests into goal categories that represent an arbitrary division of the secondary curriculum, and due to the effect of trying to fit many different tests with varying curricular and philosophical bases into one framework of goals.

Tests whose items were empirically derived, i.e., without an underlying theoretical base or rational intention, presented a different kind of goal assignment problem. The scales of the *Strong Vocational Interest Blanks for Men* illustrate how empirically derived items frequently do not appear to be related to the goal category the title suggests (any item significantly related to a vocational category is scored for that category, therefore if physicians generally like to knit, an item about liking to knit would be part of the physician scale). Where the items of a scale have been demonstrated to correlate with a given goal area, we relaxed our rule and assigned the scale to that goal. This exception was also followed in cases such as the *Strong Vocational Interest Blanks for Women* where there was no method available to the test evaluators for determining which items were used to score each of the many scales.

Point Assignment (0 to 15 points for grade)

- a. *Is information provided that indicates that there was a rigorous selection of items and that the behavior domain was carefully sampled? A statement of confirmation that such was done was considered adequate, provided references were included as sources of information on the construction of the test. Frequently encountered and acceptable evidence included statements that the most popular textbooks were surveyed and objectives were inferred from their coverages, to more specific breakdowns in the curriculum areas and the actual specification of which items were designed to assess which specific behavior. The test was credited with 2 points if procedures or objectives breakdown were provided in detail; 1 point if a statement or reference was made that items were rigorously selected, and 0 points if no information was provided on item selection.*
- b. *What percentage of the range of behaviors, achievements, or objectives in the goal category do the items assess? The total set of items of the test was compared to the range of behaviors in the goal descriptions in order to estimate what percentage of that range of behaviors or objectives were assessed by the items. Rather than computing very precise percentages of the goal coverage, rater judgments credited the test with 1 point if fifty percent or more of the goal was assessed, and 0 points if less than fifty percent of the goal was deemed to be assessed.*
- c. *A second way of considering a test's relationship to a goal category is to ask what percentage of the items belong in the goal area or assess any of the behaviors and objectives that comprise the goal. This question was particularly important for tests that have wide achievement coverage but little depth in any one goal area. If more than sixty-seven percent of the items assess behaviors in the assigned goal category the test was credited with 2 points; if between thirty-three and sixty-seven percent of the items belonged the test was credited with 1 point; and if less than thirty-three percent of the items belonged the test was credited with 0 points.*
- d. *Were any empirical procedures used for screening or selecting the items? Empirical procedures included item analyses, juries of experts, item difficulties, criterion-group analyses, or factor analyses; but these procedures had to be reported in some detail. If the procedures were reported, based upon samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if there was no report, or the report was based upon a different grade level, or upon too broad a grade-level range, or if reference only was made to empirical item selection procedures, the test received 0 points.*
- e. *Does the trait, construct, or type of behavior that the test purports to measure have a supportive base in a specified educational, psychological, or learning theory? For tests in the affective and cognitive domains, we looked for references and support in theories of learning, cognition, emotion, or therapy/counseling. In the more educational areas, we looked for some kind of "justification" that supported the existence of the instrument. An example of this latter type of justification might be some statement like "in the past decade greater attention has been directed by educators to the teaching and learning of set theory as a basis for the understanding of mathematics." If such support is provided, the test was credited with 1 point; if not, the test was credited with 0 points.*
- f. *Is there evidence that the test is not just a duplication of what is measured by other tests? The question is one of divergent validity and evidence for it generally consisted of the report of low correlations (less than ±.30) or low relationships with other tests. If such evidence is presented, based on samples including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if not, the test was credited with 0 points.*
- g. *Was factor analysis conducted to demonstrate the "purity" of the measured trait or construct? Factorial validity was considered demonstrated if, for a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, there were correlations (factor loadings) between the test score and the factors, or among the items if test items had been factor analyzed. If such data were*

available, the test was credited with 1 point; if not; the test was credited with 0 points.

h. Has the test been employed in experiments or evaluations with samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated? If the test scores in such experiments appeared to have yielded meaningful results, the test was credited with 1 point; if not the test was credited with 0 points.

i. Are any concurrent validity studies (demonstrating correlation with some criterion measures obtained at the same time as the test) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria (not other scores of the same test) are related in a meaningful way to the goal behavior to which the test was assigned? If the criterion behavior was relevant and the coefficient was .70 or more, the test was credited with 2 points; if the coefficient was between .30 and .70, or the criterion behavior was not convincingly relevant, or there was reference only, the test was credited with 1 point; if no study was reported, coefficients were low, or the criterion was clearly irrelevant to the nature of the test, 0 points were credited.

j. Are any predictive validity studies (the criterion behavior, usually success at something, is obtained after a stated time interval) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria are related in a meaningful way to the goal behavior to which the test was assigned? If coefficients at or above .70 were reported with relevant criteria, a time interval of one month or more, and cross-validation shrinkage less than ten percent, the test was credited with 3 points. If the coefficient was at or above .70 with relevant criteria and a time interval of one month or more, but no mention of cross-validation or cross-validational shrinkage more than ten percent, the test was credited with 2 points. If only moderate coefficients (.30 to .70) were reported, or the criteria were of questionable meaningfulness, or else only references were made to such studies, the test was credited with 1 point. If no study was reported or referred to or else the study was patently irrelevant, the test was credited with 0 points.

The Measurement Validity ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Examinee Appropriateness

Criteria. The second criterion of the MEAN evaluation system is that of appropriateness of the test materials, including content of the stimuli and mode or response, relative to the grade level of the examinees. All tests were classified by grade level prior to the review process. The first concern in this set of evaluations was with whether or not the test provided adequate and correct justification of itself to the examinee. We were most concerned that the test should not be misleading or deceptive.

Evaluation of the appropriateness of a test's level of comprehension took into consideration the test's content and instructions. Specifically, evaluation of content centered upon the difficulty of the items and also upon the relevance of interest-arousing aspects of the items. The evaluation of the test's instructions focused on clarity and comprehension.

The second major area where appropriateness is important is that of test format, both visual and auditory, and the test's timing and pacing. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. The evaluation looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items. Going beyond the whole-page format, the evaluation also considered the quality of illustrations and typography. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding. Similarly, evaluations of typography were made in terms of clarity, size, and type-face.

The psychometric problem of speed vs. power tests also found its place in the evaluation of examinee appropriateness. Published statements regarding the speededness of tests were corroborated, when possible, by consulting item difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the examinees. In almost all cases, power was preferred to speed as an attribute of tests of educational ouput.

The last aspect of appropriateness considered was the mode of response recording. Simple and direct connections between the item stem and the recording of a response were evaluated more favorably than complicated conversions from item stems to alternatives.

The various aspects of the criterion of Examinee Appropriateness could not be applied directly to assessment devices in the forms of rating scales, rating schedules, and observation schedules, where the examinee (the student being assessed) is not actively involved in responding to specific demands of the assessment device, but is merely behaving in his own manner. In the cases where the instrument demanded no active response from the examinee, the instrument was uniquely evaluated. Test justification and item comprehension were evaluated from the point of view of the student, while test instructions, format, time, and answer recording were evaluated from point of view of the rater.

Point Assignment (0 to 15 points for grade)

a. *Does the test justify itself by explaining to the examinee in an honest manner its purpose, intent, or recommended use? Misuse of test scores was not considered here, as no test has any control over how educators may misuse it. If the test, usually in its instructions, specifically relays the real or suggested purpose, intent, or use to the examinees; or if the manual suggests that such a justification be given in each situation; the test was credited with 1 point. If no purpose, intent, or use is specified; if the purpose or intent is disguised or concealed; or if the examinees are led to adopt ineffective test-taking strategies; the test was credited with 0 points. This criterion was evaluated rather liberally in most cases, so that a test whose instructions began "This is a test of your ability to spell. . . ." was given credit for justification.*

b. *Are the test items personally inoffensive and appropriate in terms of difficulty? If all the items appear to be inoffensive and approximately correct in difficulty level the test was credited with 2 points. If most of the items appear appropriate or there were a few serious typographic errors, the test was credited with 1 point. If many of the items were judged to be inappropriate because they are ambiguous or misleading, no one alternative is demonstrably correct or incorrect (for achievement tests), they are stated in unnecessarily complex language, are personally offensive, or the items are too simple or appear intellectually insulting in simplicity, the test was credited with 0 points.*

c. *Are there known item difficulties for students at, but not more than one year above or below, the grade level for which the test is being evaluated? If empirically determined item difficulties are reported so that the item indexes range between .25 and .75, with a mean near .50 to .60, the test was credited with 2 points. If overall item difficulty ranges from .40 to .60, or the item difficulties range over a broad scale with a few very easy items (first ones) and few very hard items (last ones), the test was credited with 1 point. If the item difficulties, either overall or separately, are not reported or generally exhibit a bad range, the test was credited with 0 points.*

d. *Are the items relevant and interesting for the grade level of the examinees? This rating was made somewhat independently of the content of the test, so that inherently more interesting subject matter did not necessarily profit from this rating. One way to rephrase this rating would be to ask: Given the nature of the subject matter, have the items been developed to be as relevant and interesting as they could be, or have they been developed to be somewhat less relevant or interesting? If the items were judged relevant and interesting, the test was credited with 1 point. If they were judged irrelevant, dull, or "bummers," the test was credited with 0 points.*

e. *Are the test instructions appropriate and comprehensible? The instructions, either read by or to the examinees, were inspected for appropriateness of concepts, syntax, brevity, and vocabulary in order to arrive at this judgment. If the instructions exhibited appropriateness and comprehensibility on all counts, it was credited with 1 point; if not, the test was credited with 0 points.*

f. *Are the instructions comprehensive in their description of task aspects? The question addressed was whether the instructions clearly and precisely describe all aspects of the tasks the test requires or leave necessary issues unanswered or unaddressed. If all task issues are described clearly and precisely, the test was credit-*

ed with 1 point. If the descriptions are unclear or incomplete or leave issues unanswered, the test was credited with 0 points.

- g. *How can the test be administered? If the test is largely self-administering (requiring no administrator to read the instructions or pace the work) the test was credited with 1 point; if a separate administrator is required, the test was credited with 0 points.*
- h. *Do the test instructions provide illustrative sample items? If the instructions include sample items that effectively clarify and accurately illustrate the task(s) involved in the test in such a way that they are truly representative of the format and difficulty of the items in the test, the test was credited with 1 point. If the sample items are not representative or not clarifying, the test was credited with 0 points.*
- i. *Do the test pages (or materials) exhibit good layout from the point of view of ease of perception? Test layout was examined for effective use of perceptual organizers, such as adequate white space, regularity of item form, symmetry, clarity, continuity, and inclusiveness. If the test page layout is clear and helpful, the test was credited with 1 point. If the layout is unclear or confusing, the test was credited with 0 points.*
- j. *Is the physical appearance of the test of high quality? For this rating attention was directed to the quality (bold, up-to-date) of the print and illustrations for printed tests, the quality of sound for auditory or taped tests, and quality and durability of any manipulanda for performance tests. If the quality was judged to be high. the test was credited with 1 point; if not, the test was credited with 0 points.*
- k. *Is there coherence between item stems and answers? If item stems, their alternatives, and their answers appear as a unit, being in some way adjacent or "belonging to each other," the test was credited with 1 point. If the separate components of any item(s) appeared not to belong to each other, and therefore demanded great care of "untangling," the test was credited with 0 points.*
- l. *Are the time and pacing of the test appropriate? Appropriateness of the time allowed for a test was dependent upon the subject matter tested, the grade level for which the test was employed, and the type of the item utilized. Pacing devices, such as writing elapsed time on a blackboard, were considered helpful. The raters looked for evidence indicating that the test is characterized more as a power test than as a speeded test. Sources of evidence included percentages of examinees finishing items and the shape of the normed score distribution. Because tests of some skills should be speeded (reading speed, typing, motor coordination), a speeded nature for such tests was not rated a liability. With the exceptions just noted, tests judged to be power tests (not speeded) were credited with 1 point; while tests judged to be speeded were credited with 0 points.*
- m. *Is there a simple and direct connection between the item stem and the examinee's recording of a response? If the responding is simple, such as oral answers, fill-ins, marking directly over alternatives, writing, drawing, or non-confusing answer sheets, the test was credited with 1 point. If the test is complicated by the need to engage in more than one step to get from the item to the answer, the test was credited with 0 points.*

The Examinee Appropriateness ratings were summed for a total rating ranging from 0 to 15 points. These ratings are further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Administrative Usability

Criteria. After asking the questions "What will it measure?" and "Is it designed for my students?" the next question was concerned with how usable the test is in terms of administration, scoring, interpretation, and decision making. These aspects of utilization comprised the third evaluation criterion of the MEAN system.

For general assessment of education output, a test that can be administered to a large group is desirable. Small-group and individually administered instruments, although having their unique advantages, are not efficient for educational evaluation. It should be noted that all individually administered tests therefore suffer from this evaluative decision, and consequently their ratings indicate less usability. It cannot be stressed too strongly, however, that this limitation of usability is relevant *only* to evaluation of educational programs and systems, and *not* to in-depth individual placement, diagnosis, or prognosis.

A second variable strongly affecting a test's utility is the training necessary to administer the test properly. Since few schools have resident psychometrists, developmental psychologists, audiologists, or speech therapists, a test was deemed to have greater utility if it can be administered by the school staff, preferably the students' teacher or a paraprofessional.

The time necessary for test administration also affects its utility. Under the assumption that the average class period is about 54 minutes, tests were credited if they fit into one such time unit, but were not credited if their lengths necessitated special scheduling. In many tests subscale items are arranged in such a fashion that they are inseparable from the total test for the purpose of administration. The entire test must be administered to obtain any of the scale scores. The administration time for each scale is, therefore, the same as that required for the total test. The *High School Personality Questionnaire,* for example, requires over 55 minutes for administration of the total test, and each scale is rated on the basis that it too requires more than 55 minutes for administration.

The utility of a test is further affected by the scoring procedure it requires. Simple and objective hand or machine scoring of tests was considered optimal for utility, while difficult and subjective scoring received respectively less credit. Tests were rated as "objective and difficult" if the scoring procedure was described in the manual as objective, but the scoring materials were not provided for our inspection even though they were ordered or requested. Although the general usefulness of tests is not much altered by slight variations in scoring difficulty, tests scored on a purely subjective basis cannot be considered as reasonable candidates for educational evaluation instruments. For this reason, no purely projective measures were reviewed.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, a much more basic consideration is that the scores obtained be interpretable. Normative interpretation of scores implies some method of score standardization, and standardization must be based on data obtained under standard conditions with a broad normative sample.

The samples utilized in test norming were evaluated according to two criteria—breadth and representativeness. A broad normative sample is one that includes a wider age group than the one for which the test is constructed, so that advanced and retarded students can be normatively assessed. A representative sample is one that reflects the current demographic composition of the nation, so that students can be comparatively assessed.

After the test has been administered to its normative sample, the raw scores from that sample are mapped into some standardized conversion system, the most common of which are centiles, standard scores, stanines, grade equivalents, T scores, and mental ages. There are many other such conversion systems used by different test publishers, but these are either uncommon or statistically naive. The normative score conversions were evaluated according to three criteria: common and general understandability, clearness of conversion tables, and personnel needed to interpret the scores.

In addition to the breadth of the sample, the norm group should also be representative of the variety of subgroups that comprise the national population. While a test normed on a restricted sample may be quite adequate for purely local needs, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable quality of educational tests. To be considered good, the sample was expected to meet the criteria of recency, representation of geographic areas, ages,, racial and ethnic origin, and types of schools. It might be important to note that not many test publishers have done their normative sampling very well, and that the technical manuals abound with misleading sampling techniques.

The final pragmatic consideration of a test's utility rested on whether or not decisions, either group or individual, could be made. Tests with manuals that clearly describe both score interpretation and subsequent prescriptive decisions that might be made were evaluated as better than those with doubtful decision-making utility.

Point Assignment (0 to 15 points for grade)

a. To how large a group can the test be administered? For purposes of classroom or school evaluation it is important to economize on the time and effort in the administration of tests. If the test can be administered to groups of more than 35, according to the recommendations of the test manual, the test was credited with 2 points; if the group must number less than 35, the test was credited with 1 point; and if the test must be administered on an individual basis, the test was credited with 0 points.

b. Who should administer the test? If regular school per-

sonnel, a principal or teacher or aide, can read the instructions, establish rapport, and conduct the pacing, the test was credited with 1 point; if special personnel, like an audiologist, psychologist, or counselor, are required, the test was credited with 0 points.

c. How long does it take to administer the test? If the test fits into a 54-minute period, including the instructions, the test was credited with 1 point; if more time is needed, the test was credited with 0 points.

d. How easy and objective is the scoring? In terms of time and budget limitations, it was considered desirable to have tests that could be rapidly scored within the school. If the scoring is objective and simple, utilizing a scoring guide, stencil, or template, or other straightforward process such as answer sheet or matching stencils, or if machine scoring is available, the test was credited with 2 points. If the scoring was objective but difficult, involving more than a stencil or template, such as scoring a written test, a maze-tracing test, or a line-drawing matching test, the test was credited with 1 point. If the scoring was subjective, requiring the scorer to make a non-trivial judgment, such as for creativity tests, essay examination, ratings, or projective-type tests, the test was credited with 0 points.

e. How broad is the test's norm range? If the upper and lower limits of the norm group are at least two years or grades beyond the levels for which the test is being evaluated (somewhat relaxed for age-based norms), the test is credited with 1 point; if the norm range is more restricted, the test is credited with 0 points.

f. How interpretable are the scores? The evaluation procedure looked for normed scores that were common and simple and could likely be understood and not misused by school personnel. If the normed scores were pass/fail, percentile ranks, mental ages, deviation IQ's, or grade equivalents, the test was credited with 1 point. If the normed scores were any other less common, or novel, or ambiguous conversion, or if no conversion from raw scores was provided, the test was credited with 0 points.

g. How simple and clear is the process of converting the raw score to the normed or interpreted score? If the score conversion procedure is simple, involving one easy-to-understand step, such as a clear chart or table, or if there is no conversion necessary, the test was credited with 2 points. If the score conversion is complicated by lack of clear or simple tables or graphs, or if it requires two steps to get from the raw to the converted scores (e.g., one must use one table to get into another table), the test was credited with 1 point. If the score conversion is complicated and lacking tables or graphs, or it requires many or complicated steps (e.g., one has to compute scores), the test was credited with 0 points.

h. Is the norm group representative of the national population? Six considerations comprised the evaluation of the representativeness of the groups used to norm the test: (1) Was the sample obtained through cluster, stratified, or random, rather than incidental sampling? (2) Was the norming done less than 5 years ago? (3) Was there geographic representation? (4) Was the appropriate age range represented and exhausted? (5) Was there racial/ethnic representation or were separate norms available? (6) Were population density characteristics (e.g., urban, suburban, rural, etc.) represented? If the answers to these questions, based upon convincing tabulation for the third, fourth, fifth, and sixth ones, was "yes" for five or six of them, the test was credited with 1 point. If there were fewer than five "yes" answers. the test was credited with 0 points.

i. Who can interpret the test scores? The rating examined whether or not regular school staff personnel could interpret the test. The answer to this question was either found in an explicit statement in the test manual, or else was implied from the common and simple conversion system for the scores. If the score can be interpreted by school staff, the test was credited with 1 point; if not, the test was credited with 0 points.

j. Can decisions be made? This final evaluative aspect of the Administrative Usability criterion focused upon whether or not the test provided information useful for making any individual or group decisions. If the test or manual establishes definite relationships between scores and specific decisions through use of graphs, charts, cut-off scores, or other means which enable fairly specific decisions to be made that are not dependent upon clinical judgment (e.g., "a score of 30 or more means the student will very likely succeed if channeled *into introductory algebra"), the test was credited with 3 points. If the test indicates interpretation of scores that could or might lead to specific decisions, or merely presents interpretations or definitions rather than decisions (e.g.: the 75th centile means strong interest; a high score indicates a tendency toward neuroticism; or a low score suggests the need for further testing before remediation), the test was credited with 2 points. If the test provides vague or poorly defined guidelines for making decisions that are highly dependent upon judgment or some kind of intuition, the test was credited with 1 point. If the test provides little or no information useful for making decisions, the test was credited with 0 points.*

The Administrative Usability ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points: F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Normed Technical Excellence

Criteria. The last major criterion of the MEAN evaluation procedure was concerned with the reliability, replicability, and refinement of measurement of the tests. Three types of reliability estimates were considered in this aspect of the MEAN evaluation. (1) test-retest reliability, appropriate for assessing a measure's (and an examinee's) long-range stability; (2) internal consistency reliability, useful in determining how coherently the test items assess some dimension of behavior; and (3) alternate-form reliability, desirable when educational effects are to be evaluated with alternate forms of a test.

Since all three types of reliability estimates are more or less relevant to questions of educational achievement assessment to an equal degree, they were all included as aspects of the MEAN evaluation procedure. This tactic was necessitated by the fact that selection of any one of the estimates with omission of the remaining two would do violence to the fourth-criterion rating for many of the test instruments. Where two or more estimates of the same type of reliability coefficient are reported, the ratings are based on the highest one.

Closely related to the concept of test reliability is that of replicability of procedures to obtain the normed scores. If procedures described in test manuals are complicated, non-specific, or based upon abnormal samples, the test is clearly not replicable in its findings and therefore is less useful for the educator.

The range of coverage is also an important aspect of a test's technical excellence. The range refers to how spread out the scores are, especially at the high and low ends. A restricted range of assessment limits the test's interpretability. A test with a wide range has obvious advantages, because both advanced and retarded students can be compared with the normative sample. If ranges for two or more groups are reported, the ratings are based on the distribution exhibiting the poorest features.

Related to the score distribution properties is the refinement or graduation of the converted scores. Test scores were desired that were transformed into centiles or grade placements or other refined graduations.

Point Assignment (0 to 15 points for grade)

a. *Does the test exhibit stability? The consistency of scores over time spans of one month or more, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by test-retest reliability or by delayed alternate-form reliability is the subject of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; if .70 to .80, the test was credited with 1 point; and if below .70, the test was credited with 0 points.*

b. *Does the test exhibit internal consistency? The consistency of items or parts within a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by split-half, Kuder-Richardson, or alpha coefficients is the focus of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; of .70 to .80, the test was credited with 1 point; and if below .70 the test was credited with 0 points.*

c. *Does the test have alternate-form reliability? The correlation between alternate forms of a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, either on a delayed or immediate testing basis, is the subject of this evaluation. If the appropriate coefficient is .90 or above, the test was credited with 3 points; if .80 to .90, the test was credited* *with 2 points; if .70 to .80, the test was credited with 1 point; and if less than .70, the test was credited with 0 points.*

d. *Can the testing procedures be duplicated? A test was deemed to be more desirable if the procedures of administration, scoring, and interpretation are sufficiently standardized so that results can be duplicated or replicated from the norm group. If the test provides uniformity of procedure for administering and scoring, the gross characteristics of the standardization group are replicable, and the materials, time limits (exceptions being interest and personality inventories), oral instructions, and preliminary demonstrations are precisely delineated, the test was credited with 1 point; if not, the test was credited with 0 points.*

e. *Does the test provide an adequate range of coverage? The focus of this evaluative criterion is the adequacy of the ceiling and floor of score distribution for the grade level (or the level plus no more than one year above or below) for which the test was being evaluated. If the score distribution has both tails drawn out, with no score at the maximum or minimum, the test was credited with 3 points. If the score distribution has only one long, drawn-out tail or some truncation with no score at the floor (lowest possible score) or ceiling (highest possible score), the test was credited with 2 points. If some of the norm sample reaches the floor or ceiling, the test was credited with 1 point. If no information is provided on the score distribution (or no conclusive information can be deduced from the normed scores) or the distribution of normed scores is badly skewed or truncated, the test was credited with 0 points.*

f. *How well graduated are the scores? Generally the ratio of the total number of raw-score units to the total number of converted scores actually presented should be of such a magnitude as to enable adequate discrimination among individuals. If the scores, based upon a sample including, but not more than one year above or below, the grade level for which the test was being evaluated, are graduated into centiles, grade-equivalents, or mental ages (less graduation was accepted if the test had too few items to support such discrimination), the test was credited with 2 points. If the scores are moderately graduated into deciles, stanines, T-scores, Z-scores or other similar scores, the test was credited with 1 point. If the scores are poorly graduated into pass-fail, quartiles, or novel scales, the test was credited with 0 points.*

The Normed Technical Excellence ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Implementation of the MEAN Evaluation System

The team of test evaluators consisted of two Ph.D.'s, one in psychological measurement and one in educational research; an Ed.D. in counseling and guidance who is also a credentialed school psychologist; four Ph.D. candidates, one in evaluation, one in counseling, and two in psychology; and Ed.D. candidate in comprehensive curriculum who was a high school teacher of social studies; an M.S. in educational research who was a secondary teacher of reading; five M.A.'s in educational research and evaluation; two M.A.'s in counseling; and an M.A. in public administration. This team brought relevant competencies to most of the many varieties of tests within the purview of the evaluation program. Tests in the foreign language area were evaluated by experts in the respective languages. Consultants who served as test evaluators are Dr. Casimir A. Alminas, Dr. Delina A. Halushka, Dr. Jacqueline Kosekoff, Dr. Marc-Andre Nadeau, Dr. Carmen Sanchez Sadek, Dr. Robert Wise, Dr. Gertrud Zeisl, Mrs. Sandra Bateman, Mrs. Dorothea Gordon, Mrs. Kim Hoa Granville, Mrs. Sybil D. Hast, Ms. Hana Kunstova, and Mr. Jon Pariser. The evaluation consultant for several of the technical music scales was Mr. Gary E. Diehl.

Each test was independently rated according to the MEAN system by at least two raters, each working without access to the other's ratings. For each subscale to be evaluated, each reviewer used a standard rating form (see Figure 1). The raters independently assigned each test or subtest to one of the goal categories. The final adjudication of both test assignment to goal area as well as the ratings on each of the four evaluation criteria was carried out by a third rater.

Within any of the four evaluative categories, a letter grade,

RATER
DATE
PUBL
GOAL
TEST NAME

EVALUATION CRITERIA

RATING (Circle one number in each row)

I MEASUREMENT VALIDITY

CONTENT	1. Rigorous Item Selection	Described in detail	2	Statement made	1	No information	0		
	2. % Goal Assessed	50% or more	1	Less than 50%	0				
	3. % Items Belonging	More than 67%	2	33%-67%	1	Less than 33%	0		
	4. Empirical Item Selection	Empirical method employed	1	No empirical method employed	0				
CONSTRUCT	5. Theoretical Support	Yes	1	No	0				
	6. Divergent Validity	Yes	1	No	0				
	7. Factorial Validity	Yes	1	No	0				
	8. Experimentally Employed	Yes	1	No	0				
CONCURRENT	9. Evidence for Concurrent Validity	Studies referred to; r > .70	2	Studies referred to; r's moderate	1	No studies referred to	0		
PREDICTIVE	10. Studies Reported or Referred to	Reported, r > .70, relevant criteria, 1-month interval, & cross-validation	3	Reported, r > .70, relevant criteria, 1-month interval	2	Reported, moderate coefficient	1	No study, or study is irrelevant	0

TOTAL
GRADE

II EXAMINEE APPROPRIATENESS

JUSTIFICATION	11. Real Intent Given		1	Real intent is hidden or falsely reported	0		
COMPREHENSION	12. Item Appropriateness	All items appropriate	2	Most items appropriate	1	Many items inappropriate	0
	13. Item Difficulties	M = 50- 60 R = 25- 75	2	M = 50- 80 or M = 45- 65 R = R = 20- 80	1	Unknown or other	0
	14. Item Relevance and Interest	Relevant and interesting	1	Irrelevant, dull	0		
INSTRUCTIONS	15. Concepts, Syntax, Brevity, and Vocabulary	Appropriate	1	Inappropriate	0		
	16. Description of Task Aspects	Clear and Precise	1	Unclear and unanswered	0		
	17. Administration	Self-Administering	1	Not self-administering	0		
	18. Illustrative Sample Items	Effective and clarifying	1	Not present or not illustrative	0		
FORMAT	19. Test Page Layout and White Space	Clear and helpful	1	Unclear or confusing	0		
	20. Illustration/Print Quality	Realistic, up-to-date, / bold and readable	1	Not good quality	0		
	21. Item-Stem—Answer Coherence	Yes	1	No	0		
TIME & PACING	22. Power Test or Speed Test	Power test or speed is specifically called for	1	Evidence of unwanted speededness	0		
RECORDING ANSWERS	23. Responding	Simple	1	Complicated	0		

TOTAL
GRADE

III ADMINISTRATIVE USABILITY

ADMINISTRATION	24. Size of Testing Group	35 or more	2	Small Groups under 35	1	Individual	0		
	25. Administrator	School personnel	1	Specialist	0				
	26. Administration Time	54 minutes or less	1	55 minutes or more	0				
SCORING	27. Ease of Scoring	Objective and Simple	2	Objective and difficult	1	Subjective	0		
INTERPRETATION	28. Norm Range	Range is at least 2 years	1	Restricted range	0				
	29. Score Interpretation	Common and simple converted scores	1	Novel, ambiguous, or no converted scores	0				
	30. Score Conversion	Simple, or no conversion	2	Poor tables, or 2-step conversion	1	Complicated conversion	0		
	31. Norm Group	Representative; 5 or 6 requirements met	1	Not representative; 4 or less requirements met	0				
	32. Score Interpreter	School staff	1	Specialist	0				
DECISION	33. Can Decisions be Made	Definite Prescriptive Decisions	3	Suggestive decisions	2	Poor guidelines for decisions	1	Little or no information for decisions	0

TOTAL
GRADE

IV NORMED TECHNICAL EXCELLENCE

RELIABILITY	34. Test—Retest	r = .90 or more	3	r = .80 to .90	2	r = .70 to .80	1	r less than .70	0
	35. Internal Consistency	r = .90 or more	3	r = .80 to .90	2	r = .70 to .80	1	r less than .70	0
	36. Alternate Form	r = .90 or more	3	r = .80 to .90	2	r = .70 to .80	1	r less than .70	0
REPLICABILITY	37. Standardization	Yes	1	No	0				
RANGE-COVERAGE	38. Tails drawn out; floor or ceiling not reached		3	One tail drawn out; floor or ceiling not reached	2	Floor or ceiling reached	1	No information or badly skewed	0
SCORE GRADUATION	39. Well graduated		2	Moderately graduated	1	Poorly graduated	0		

TOTAL
GRADE

based on the points assigned to each aspect of each criterion, was computed. The sum of the points, ranging from 0 to 15, was the determinant of the letter grades in the following manner:

"G" (Good; 12-15 points). The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. CSE would endorse such a measure or employ it in its own assessment efforts.

"F" (Fair; 8-11 points). The instrument is probably among the better tests available, but it does not completely meet the criterion. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, the Center would employ an "F" measure, but would interpret results more cautiously.

"P" (Poor; 0-7 points). The instrument does not meet the criterion; it is clearly unsatisfactory in that area. Rather than employ such a measure for assessment, it would be better to seek an alternate device or attempt to develop one.

Each test then earned four letter grades by the MEAN system. The four-letter combination serves as the Center's official evaluation of the test. For example: Acme Reading Test (GFPF). It should be noted that not only are the MEAN criteria in the order of importance to the Center, but that the points possible for each aspect of any criterion reflect the importance placed on that aspect. Should the goals of the reader not coincide with those of the Center, then the MEAN evaluations should be interpreted with different emphasis.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators and psychometrists (about 1,100 scales and 5,400 subscales) were evaluated and adjudicated. The evaluations appear in the bodies of the books in this series.

The MEAN Test Evaluations

In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. Tests can be located by goal or by test name; they can be compared upon any or all of the standard evaluative criteria. The columns on all of the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied in each table merely for reference.

Consistent with the strong commitment of the Center to objectives-referenced measurement, each of the three evaluative books (one book each for grades 7-8, 9-10, and 11-12) is organized according to the hierarchy of educational goals outlined in the taxonomy above. To aid the reader, both goal and test name indexes are supplied at the end of this book. All test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance (although such names are referenced in the Index of Tests). Parenthesized letters are publisher abbreviations; Appendix B lists all the pertinent publishers with their most recent addresses.

In conclusion, while the evaluations in this book present a rather bleak picture of the state of present-day evaluative instruments, the test evaluation staff of the Center willingly shoulders the responsibility for omissions, misinterpretations, and errors that may contribute to the bleakness.

SECONDARY GOAL

TEST NAME

SECONDARY GOAL / TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	GRAPHIC DESIGN			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustrations Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
ARTS AND CRAFTS																																								
I. KNOWLEDGE OF ARTS AND CRAFTS																																								
IA. Nature and Scope of Art																																								
IB. Art Materials and Techniques																																								
IC. Art Composition and Style																																								
ART VOCABULARY (M)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	1	0	F F F F
ID. Works of Art																																								
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Aesthetic) (MPSA)	0	0	1	0	1	0	0	0	0	0	0	2	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	F F F F
IE. Analysis of Art and Craft Products																																								
II. PRODUCTION OF ART AND CRAFT WORKS																																								
IIA. Mechanical and Hand Skills in Art																																								
DETROIT TESTS OF LEARNING APTITUDE Memory for Designs (DMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	F F F F
FIVE TASK TEST Quality Score (WPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	F F F F
IIB. Compositional and Style Skills in Art																																								
D.A.P. Blank (HS)	0	0	2	0	0	1	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
KNAUBER ART ABILITY (IPB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	2	0	1	2	0	0	0	0	0	0	F F F F
IIC. Subject Matter Skills in Art																																								
III. RESPONSE TO ARTS AND CRAFTS																																								

SECONDARY GOAL / TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Best Answers	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	
Rating Range	G2	G1	G2	G1	G1	G1	G1	G1	G2	G2	G1	G2	G2	G1	G1	G1	G1	G1	G1	G1	G1	G1	G1	G2	G1	G1	G2	G1	G1	G2	G1	G1	G2	G2	G2	G2	G1	G2	G2	[illegible]
3b. Personal Response to Arts and Crafts																																								
BARRON-WELSH ART SCALE (CPP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P P P P
WHAT I LIKE TO DO Art (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	1	0	0	P G G P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Conformance (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Don't Like Score (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Figure-Ground-Reversal (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Male-Female Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Movement (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Neuropsychiatric Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Repeat Score (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Revised Art Scale (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Combined (CPP)	1	0	2	0	2	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Female (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Male (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Mixed (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
WELSH FIGURE PREFERENCE TEST, RESEARCH EDITION Sex Symbol, Neutral (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
[illegible] Judgmental Response to Art																																								
MEIER ART TESTS Aesthetic Perception (BEMS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P P P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MEIER ART TESTS Art Judgment (BERS)	2	0	2	1	1	1	0	1	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	1	0	1	3	2	F F F P
DRIVER AND TRAFFIC SAFETY																																								
4. FUNDAMENTALS OF SAFE DRIVING																																								
4A. Driver Responsibilities																																								
4B. Motor Vehicle Laws and Rules of the Road																																								
4C. Basic Driving Skills																																								
4D. Auto Accident Prevention																																								
4E. Procedure in the Event of Auto Accident																																								
5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE																																								
5A. Motor Vehicle Maintenance and Repair																																								
5B. Economics of Motor Vehicle Purchase																																								
ENGLISH LANGUAGE ARTS																																								
6. DEVELOPMENTAL READING																																								
BURKS' BEHAVIOR RATING SCALES Poor Academics (AP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
ENGLISH PROGRESS TEST D3 (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
IOWA TESTS OF BASIC SKILLS - Level 13 Composite (HMC)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - Level 14 Composite (HMC)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
PEABODY INDIVIDUAL ACHIEVEMENT TEST Total (AGS)	2	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	2	0	0	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Composite (SRA)	2	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Composite (SRA)	2	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
6A. Reading Comprehension Skills																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Reading Average (BMC)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Paragraph Meaning (BMC)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	2	1	0	1	P F F P
ANPA FOUNDATION NEWSPAPER TEST Form J-1 (ETS)	1	1	2	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	0	0	0	P F F P
BRANDYWINE ACHIEVEMENT TEST IN GEOGRAPHY FOR SECONDARY SCHOOLS Total (BAT)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BURNETT READING SERIES SURVEY TEST - ADVANCED Comprehension (STS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Rate and Accuracy (STS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Total Survey (STS)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Comprehension (CTB)	2	1	1	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	3	2	P F G F
CALIFORNIA PHONICS SURVEY Configuration (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Consonant-Vowel Reversals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Consonants: Confusion with Blends and Diagraphs (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Endings (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Long-Short Vowel Confusion (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Negatives and Opposites; Sight Words (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Other Vowel Confusion (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA PHONICS SURVEY Rigidity (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
CALIFORNIA PHONICS SURVEY Total (CTB)	1	0	2	0	1	1	0	1	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	3	3	0	0	0	F G F P
CANADIAN ENGLISH ACHIEVEMENT TEST Reading Comprehension (GCT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CLASSROOM READING INVENTORY Oral Reading Paragraph (WCB)	0	0	2	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P P P P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Reading Comprehension (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	3	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Reading Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	3	3	3	1	3	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Comprehension (CTB)	2	1	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Total (CTB)	2	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P G G F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Interpretation (GTA)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Total (GTA)	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Comprehension (GTA)	0	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Total (GTA)	0	1	1	0	1	0	0	0	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: INTERMEDIATE Comprehension (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: INTERMEDIATE Total (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Interpretation (GTA)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DAVIS READING TEST, SERIES 2 Level of Comprehension (PC)	2	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	1	2	F F F P
DAVIS READING TEST, SERIES 2 Speed of Comprehension (PC)	2	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	3	1	1	2	F F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #17 Reading Achievement Rating (DCRC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #18 Reading Achievement Rating (DCRC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Paragraph Meaning (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Speed (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS Total Score (BMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION II, COMPREHENSION, SILENT AND AUDITORY Method of Administration 1 (CDRT)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION II, COMPREHENSION, SILENT AND AUDITORY Method of Administration 2 (CDRT)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Rate of Reading - Speeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	1	P G F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Rate of Reading - Unspeeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Story Comprehension - Speeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TESTS: SECTION III, RATES OF READING Story Comprehension - Unspeeded (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Story Reading - Story Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	2	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Story Reading - Story Rate (CDRT)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Word Recognition and Comprehension - Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	1	2	P G F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Word Recognition and Comprehension - Total (CDRT)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	0	3	2	P G F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Story Comprehension (CDRT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Words Per Minute (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DURRELL LISTENING - READING SERIES: ADVANCED LEVEL Differential Paragraphs (HBJ)	2	0	1	1	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
DURRELL LISTENING - READING SERIES: ADVANCED LEVEL Reading Test Paragraph Reading (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P G G F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED Basic Skills (STS)	1	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	3	0	3	1	3	2	P F F G
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED Reading (STS)	1	1	2	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	2	3	2	1	1	2	F F F F
EMPORIA JUNIOR HIGH SCHOOL READING TEST (BEM)	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	3	0	0	1	1	P F F P
ENGLISH PROGRESS TEST F3 (NFER)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	1	2	P G P P
FRACTURED ENGLISH DRILL (ES)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GATES-MacGINITIE READING TESTS: SURVEY E Comprehension (BMC)	1	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	2	1	3	2	P G F F
GATES-MacGINITIE READING TESTS: SURVEY E Speed and Accuracy (BMC)	1	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	1	1	3	2	P G F P
GILMORE ORAL READING TEST Comprehension (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	2	0	1	0	0	0	0	0	0	2	P F P P
GILMORE ORAL READING TEST Rate (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Reading Comprehension (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	3	1	P F F F
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Diagnostic Paragraph Comprehension (GCT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	1	0	1	1	1	P F F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Paragraph Reading (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Paragraph Understanding (CHN)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Speed (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Paragraph Meaning (SFC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
INVENTORY-SURVEY TEST FOR UPPER GRADES Sentence Meaning (SFC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form							
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
INFORMAL READING INVENTORY Average Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INFORMAL READING INVENTORY Oral Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INFORMAL READING INVENTORY Oral Re-reading (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INFORMAL READING INVENTORY Silent Comprehension (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INFORMAL READING INVENTORY Words Per Minute - Oral (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INFORMAL READING INVENTORY Words Per Minute - Silent (RCTU)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P	P	P	P
INVENTORY SURVEY TEST FOR UPPER GRADES Total (SFC)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	0	3	2	P	F	F	F
IOWA SILENT READING TESTS, LEVEL 1 R-E Index (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P	F	F	P
IOWA SILENT READING TESTS, LEVEL 1 Reading Comprehension (HBJ)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	3	2	P	F	F	F
IOWA SILENT READING TESTS, LEVEL 1 Reading Efficiency (HBJ)	1	0	2	0	1	0	0	0	1	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	1	1	1	2	P	F	F	P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Reading Comprehension (HMC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P	F	F	F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Reading Comprehension (HMC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P	F	F	F
MAINTAINING READING EFFICIENCY History of Brazil Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P	F	F	P
MAINTAINING READING EFFICIENCY History of Brazil Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
MAINTAINING READING EFFICIENCY History of Brazil Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P	F	F	P
MAINTAINING READING EFFICIENCY History of India Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P	F	F	P
MAINTAINING READING EFFICIENCY History of India Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
MAINTAINING READING EFFICIENCY History of India Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P	F	F	F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MAINTAINING READING EFFICIENCY History of Japan Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Japan Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Japan Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of New Zealand Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Switzerland Comprehension Accuracy (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Switzerland Rate of Reading (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MAINTAINING READING EFFICIENCY History of Switzerland Reading Efficiency (DRD)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P F F P
McCALL-CRABBS STANDARD TEST LESSONS IN READING Book D (TCP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	1	0	0	P G F P
McCALL-CRABBS STANDARD TEST LESSONS IN READING Book E (TCP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	1	0	0	P G F P
McMENEMY MEASURE OF READING ABILITY Comprehension (RM)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
METROPOLITAN ACHIEVEMENT TESTS ADVANCED Reading (HBJ)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
MONROE'S STANDARDIZED SILENT READING TEST Self Scoring - Comprehension (BM)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
MONROE'S STANDARDIZED SILENT READING TEST Self Scoring - Rate (BM)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
MULTIPLE APTITUDE TESTS Verbal Comprehension Paragraph Meaning (CTB)	0	1	2	0	1	1	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	F G G F
NATIONAL ACHIEVEMENT TESTS Reading Comprehension Test - Form A (PA)	0	1	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Reading Comprehension Test - Form B (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	1	0	1	0	0	0	0	0	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS Reading Tests (PA)	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	1	1	0	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P P F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Natural Sciences Reading (SRA)	0	1	2	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	1	2	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Social Studies Reading (SRA)	0	1	2	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	1	2	P F F P
NELSON READING TEST Paragraph Comprehension (HMC)	0	1	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P F F F
NORMAL BATTERY Comprehension (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Comprehension (AGS)	2	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	0	1	3	2	P F F P
PROGRESSIVE ACHIEVEMENT TESTS Reading Comprehension Part 6 (NZCER)	1	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	2	1	3	2	F G F F
PROGRESSIVE ACHIEVEMENT TESTS Reading Comprehension Part 7 (NZCER)	1	1	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	2	1	1	2	F G F F
PUBLIC SCHOOL ACHIEVEMENT TESTS Reading (BMC)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Rate of Reading for Meaning (STS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Reading Comprehension (STS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Reading for Descriptions (STS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Reading for Directions or Procedures (STS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Reading for Meaning (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Reading to Locate Information (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	1	P G F P
READER'S INVENTORY (CVE)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
READING COMPREHENSION TEST (ODE)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	3	1	P F P P
READING TESTS EH 1-3 Comprehension (NFER)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
READING TESTS EH 1-3 Continuous Prose (NFER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	2	2	P G F P
READING TESTS EH 1-3 Vocabulary (NFER)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	3	2	P F F P
READING VERSATILITY TEST - BASIC 1a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 1b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 2a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 2b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 3a. Rate of Skimming (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 3b. Comprehension (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 4a. Rate of Scanning (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - BASIC 4b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 1a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 1b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 2a. Rate of Reading (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 2b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 3a. Rate of Skimming (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 3b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 4a. Rate of Scanning (CVE)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
READING VERSATILITY TEST - INTERMEDIATE 4b. Comprehension (CVE)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Completing a Poem (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Perceiving Character Traits (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Recognizing Puns (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Recognizing the Appropriate Word (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Completing a Poem (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Perceiving Character Traits (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Recognizing Puns (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Recognizing the Appropriate Word (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Growth Test 7 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Growth Test 8 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Pretest 7 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Pretest 8 (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
SCHONELL READING TESTS Silent Reading Test A (OB)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHONELL READING TESTS Silent Reading Test B (OB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHONELL READING TESTS Simple Prose Reading Test (OB)	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Comprehension-Efficiency (BMC)	0	1	2	0	1	0	0	0	0	0	0	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	3	1	P F P P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Gross Comprehension (BMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	3	1	P F P P
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST Reading Rate (BMC)	0	0	2	0	1	0	0	0	0	0	0	2	0	0	1	1	0	1	0	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	1	1	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Reading (ETS)	2	1	1	0	1	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	P F F G
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Comprehension (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	1	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	1	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Comprehension (SRA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Composite (SRA)	0	1	0	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	0	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Reading - Language Arts (SRA)	0	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Social Studies (SRA)	0	1	2	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SRA READING RECORD Comprehension (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
SRA READING RECORD Everyday Reading Skills (SRA)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
SRA READING RECO. Reading Rate (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
SRA READING RECORD Total (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Reading Comprehension (HBJ)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
STANFORD ACHIEVEMENT TEST: ADVANCED Total Reading (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD DIAGNOSTIC READING TEST Rate of Reading (HBJ)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	1	0	1	0	1	P G F P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension Inferential (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	1	1	P F F P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension Literal (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	1	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD DIAGNOSTIC READING TEST Reading Comprehension Total (HBJ)	1	0	2	0	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
STANFORD TEST OF ACADEMIC SKILLS - LEVEL 1 Reading (HBJ)	2	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Paragraph Test Comprehension (BYUP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
TEST FOR HIGH SCHOOL ENTRANTS Reading Comprehension (PA)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	1	P F G P
TEST FOR HIGH SCHOOL ENTRANTS Total (PA)	1	1	0	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	0	0	1	0	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	1	P P G P
TEST OF GENERAL ABILITY, LEVEL 4 Verbal (GTA)	1	1	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	2	2	1	3	1	P F F F
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Level of Comprehension (GTA)	0	1	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	2	1	3	1	P F F P
TRAXLER SILENT READING TEST Paragraph Comprehension (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	1	1	2	2	P G F P
TRAXLER SILENT READING TEST Reading Rate (BMC)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
TRAXLER SILENT READING TEST Story Comprehension (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	1	2	P F G P
WILLIAMS READING TEST (BMC)	0	1	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
6B. Research and Study Skills																																								
CALIFORNIA STUDY METHODS SURVEY Mechanics of Study (CTB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
CALIFORNIA STUDY METHODS SURVEY Planning and System (CTB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	1	P G F P
CALIFORNIA STUDY METHODS SURVEY Total (CTB)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	0	1	P G F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORM Q-R Study Skills Using Reference Material (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORM Q-R Study Skills Using Reference Materials (CTB)	2	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	1	3	2	P G G P
IOWA SILENT READING TESTS, LEVEL 1 Directed Reading (HBJ)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Knowledge and Use of Reference Materials (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P F G F
LIBRARY SKILLS (SCP)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
LIBRARY TEST Library Sources and Skills Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIBRARY TEST Library Sources and Uses of Information (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LIBRARY TEST Library Survey Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Language Study Skills (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Functions of Common Sources (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Knowledge and Use of Sources (STS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Selection of the Best Source (STS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Use of the Index (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Use of the Table of Contents (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Use of Sources (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Use of Sources (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
STUDY ATTITUDES AND METHODS SURVEY Study Methods (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY SKILLS SURVEYS Study Organization Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
STUDY SKILLS SURVEYS Study Techniques Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
STUDY SKILLS SURVEYS Total (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SURVEY OF STUDY HABITS AND ATTITUDES Study Habits (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Work Methods (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
6C. Vocabulary Development and Spelling																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Spelling (BMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	2	1	0	2	P G F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Spelling (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	2	2	1	1	2	P G G F
CLASSROOM READING INVENTORY Spelling Survey (WCB)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Language Spelling (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Spelling (CTB)	2	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
DETROIT GENERAL APTITUDES EXAMINATION Spelling (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	0	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	0	2	P F G P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Syllabication (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC SPELLING TEST (ERB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Language Usage Part 1: Spelling (PC)	1	0	2	0	1	1	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F F F F
ENGLISH MINIMUM ESSENTIALS TEST Spelling (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Spelling (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GATES-McKILLOP READING DIAGNOSTIC TESTS Spelling (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	0	1	1	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Plurals and Possessives (Junior High) (PFC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Spelling (SV)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	3	1	P F F F
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Spelling (GCT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	3	3	1	1	1	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Converrion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P			
GROUP ACHIEVEMENT TEST - REVISED EDITION Spelling (GCT)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	2	0	0	0	0	P	F	F	P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Reading Test Word Discrimination (CHN)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P	F	F	P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Spelling Test (CHN)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P	F	F	P
INFORMAL SPELLING INVENTORY (RCTU)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P	P	P	P
INVENTORY-SURVEY TEST FOR UPPER GRADES Dictionary Skills (SFC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	[illegible]	1	1	0	0	0	0	0	1	P	F	F	P
INVENTORY-SURVEY TEST FOR UPPER GRADES Word Analysis (SFC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P	F	F	P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Language Skills Spelling (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	2	P	F	G	F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Spelling (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	2	P	F	G	F
JASTAK TEST Spelling (RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	2	0	1	1	2	P	F	F	P
KANSAS JUNIOR HIGH SCHOOL SPELLING TEST (BEM)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	3	0	3	0	1	3	1	P	F	G	F
LINCOLN INTERMEDIATE SPELLING TEST (ERB)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	3	0	0	3	2	P	F	F	F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Spelling (HBJ)	2	0	2	1	1	0	0	0	1	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P	G	G	F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Spelling (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P	G	F	P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Grammatical Terms (AGS)	0	0	1	0	1	0	[illegible]	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P	G	F	P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Spelling (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P	G	F	P
NATIONAL ACHIEVEMENT TESTS Spelling (5-8) (PA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P	F	F	P
NATIONAL ACHIEVEMENT TESTS Spelling (7-9) (PA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P	F	F	P
NORMAL BATTERY Spelling (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P	F	F	P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Spelling (AGS)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	0	1	3	2	P F F P
PRESCRIPTIVE TEACHING SERIES Auditory Skills (PEI)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
PUBLIC SCHOOL ACHIEVEMENT TESTS Spelling (Dictation) (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
SCHONELL READING TESTS Graded Word Spelling Test A (OB)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mechanics of Writing Spelling (ETS)	2	0	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mechanics of Writing Total (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	P G F G
SHORTHAND APTITUDE TEST (ACER)	0	0	1	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SPECIFIC LANGUAGE DISABILITY TEST Spelling - Auditory to Motor (EPS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Spelling (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Language Arts Spelling (SRA)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
STANFORD ACHIEVEMENT TEST: ADVANCED Spelling (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	1	2	P G F P
STANFORD DIAGNOSTIC READING TEST Blending (HBJ)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	0	1	P F F P
STANFORD DIAGNOSTIC READING TEST Sound Discrimination (HBJ)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	0	1	P G F P
STANFORD DIAGNOSTIC READING TEST Syllabication (HBJ)	1	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	0	1	P G F P
SURVEY OF LANGUAGE ACHIEVEMENT: JUNIOR HIGH LEVEL Spelling (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	2	1	3	2	P G F F
TURSE CLERICAL APTITUDES TEST Verbal Skills (HBJ)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Spelling (GAD)	0	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	1	0	3	3	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WORD DISCRIMINATION TEST	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	1	1	P G F P
7. SPEECH, DRAMA, AND ORAL PRESENTATION																																								
7A. Organization of Ideas for Oral Presentation																																								
7B. Types of Speeches and Drama																																								
7C. Mechanics of Oral Presentation																																								
ARIZONA ARTICULATION PROFICIENCY SCALE/LONG FORM (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
ARIZONA ARTICULATION PROFICIENCY SCALE/SHORT FORM (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Oral - Paragraphs (CDRT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Oral - Word List (CDRT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Paragraphs (CDRT)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Sounds (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Silent - Total (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION IV, WORD ATTACK Word Lists (CDRT)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Word Recognition and Comprehension - Word Recognition (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	3	2	P G F P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Picture Test (HMC)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
FISHER-LOGEMANN TEST OF ARTICULATION COMPETENCE Sentence Test (HMC)	2	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Reading (TCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	P F P P
GILMORE ORAL READING TEST Accuracy (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	2	0	1	1	0	0	0	0	0	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-In-Sentences (AGS)	2	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P P P P
GOLDMAN-FRISTOE TEST OF ARTICULATION Sounds-In-Words (AGS)	2	0	2	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	2	P F F P
GOLDMAN-FRISTOE TEST OF ARTICULATION Syllable Stimulability (AGS)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	1	0	0	0	0	0	2	P F F P
GRAY ORAL READING CHECK TEST Errors (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
GRAY ORAL READING CHECK TESTS Rate (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
GRAY ORAL READING PARAGRAPHS (BMC)	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	1	P F P P
GRAY ORAL READING TEST (BMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	2	0	1	1	0	0	0	0	0	0	P G F P
McGRATH TEST OF READING SKILLS Oral Paragraph Reading (MPC)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
McGRATH TEST OF READING SKILLS Word Recognition Test (MPC)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
ORAL READING CRITERION TEST (DES)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Reading Recognition (AGS)	2	0	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	2	0	0	1	1	2	P F F P
SCHONELL READING TESTS Graded Word Reading Test (OB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
SLOSSON ORAL READING TEST (SEP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	2	0	1	0	0	0	0	0	0	2	P G P P
SPEECH AND ORAL ENGLISH TEST (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
SPEECH DEFECT QUESTIONNAIRE (EC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Oral Reading Paragraph Test Word Recognition (BYUP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
SUCHER-ALLRED READING PLACEMENT INVENTORY Word Recognition Test (BYUP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Reading (GAD)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	3	3	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
7D. Listening Habits																																								
BROWN-CARLSEN LISTENING COMPREHENSION TEST (HBJ)	1	1	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
DURRELL LISTENING - READING SERIES: ADVANCED LEVEL Listening Test Paragraph Listening (HBJ)	2	0	2	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	0	3	2	P F G P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Discrimination and Orientation (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS Listening Comprehension Part 5 (NZCER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	2	0	3	1	P G F F
PROGRESSIVE ACHIEVEMENT TESTS Listening Comprehension Part 6 (NZCER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	1	0	3	1	P G F P
PROGRESSIVE ACHIEVEMENT TESTS Listening Comprehension Part 7 (NZCER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	2	1	0	3	1	P G F P
ROBBINS SPEECH SOUND DISCRIMINATION TESTS FOR OLDER CHILDREN (EC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
8. GRAMMAR																																								
ACADEMIC PROMISE TESTS Language Usage (PC)	1	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	P G F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Language (BMC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	1	1	0	2	P G F P
BARRETT-RYAN ENGLISH TEST (BEM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Battery Total (CTB)	2	0	2	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	3	1	3	2	P F G G
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Usage & Structure (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	1	1	1	3	2	P F G F
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Language Ability Test (HMC)	2	0	2	0	1	0	0	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P F F F
ENGLISH MINIMUM ESSENTIALS TEST The Sentence and Its Parts (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Total Score (BMC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Total (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GRAMMAR AND USAGE TEST SERIES Final Examination (Junior High) (PFC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
HOYUM-SANDERS JUNIOR HIGH SCHOOL ENGLISH TEST Test I (BEM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
HOYUM-SANDERS JUNIOR HIGH SCHOOL ENGLISH TEST Test II (BEM)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Language (HBJ)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
PRESCRIPTIVE TEACHING SERIES Reading and Language Skills (PEI)	0	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
WATSON ENGLISH USAGE AND APPRECIATION TEST (BSE)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	0	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
8A. Parts of Speech																																								
ACHIEVEMENT TEST Parts of Speech (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
CANADIAN ENGLISH ACHIEVEMENT TEST Mechanics of Expression - Grammatical Usage (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC TEST Parts of Speech (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Grammatical Correctness (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Inflection and Accent (BMC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Word Usage (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A English Inflection (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Formation of Parts of Speech in English (TCP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
GRAMMAR AND USAGE TEST SERIES Parts of Speech (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Pronoun Usage (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Parts of Speech (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Usage of Words (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Verb Tense (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Grammar (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
TEST Adjective and Adverbs (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Nouns (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Prepositions, Conjunctions, and Interjections (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Pronouns (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Verbs (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
8B. Grammar of Sentences																																								
ACHIEVEMENT TEST Capitalization and Punctuation (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ACHIEVEMENT TEST Parts of the Sentence (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Mechanics (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	0	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	3	2	P G G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Language Total (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	1	1	0	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	2	1	3	2	P F G F
CANADIAN ENGLISH ACHIEVEMENT TEST Mechanics of Expression - Capitalization and Punctuation (CTB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Language Expression (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	3	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Language Mechanics (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Language Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	3	2	F G G G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Expression (CTB)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Mechanics (CTB)	2	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Language Total (CTB)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P G G F
DAILEY VOCATIONAL TESTS: BUSINESS ENGLISH TEST (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
DIAGNOSTIC TEST Capitalization and Punctuation (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TEST Parts of the Sentence (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Capitalization (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Grammar (BMC)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Punctuation (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Language Usage Part II: Grammar (PC)	0	0	2	0	1	1	0	0	2	2	1	2	0	1	1	1	0	1	1		1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL English (STS)	1	0	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	P F F G
ENGLISH MINIMUM ESSENTIALS TEST Punctuation and Capitalization (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ESSENTIALS OF ENGLISH TESTS Grammatical Usage (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ESSENTIALS OF ENGLISH TESTS Punctuation and Capitalization (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GRAMMAR AND SENTENCE CONSTRUCTION FINAL EXAMINATION (SCP)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	0	1	0	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GRAMMAR AND USAGE TEST SERIES Punctuation (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
GRAMMAR AND USAGE TEST SERIES Word Usage (Junior High) (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST Correct Usage (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Language (SV)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P G F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION English Grammar (GCT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	2	1	1	1	0	1	2	0	1	0	0	3	2	1	1	1	P F F F
GROUP ACHIEVEMENT TEST - REVISED EDITION Language Usage (GCT)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
INDIVIDUALIZED ENGLISH, SET J Diagnostic Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	3	0	0	0	0	0	0	P G G P
INDIVIDUALIZED ENGLISH, SET J Mastery Test (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Language Skills Capitalization (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	2	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Language Skills Punctuation (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Language Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Language Skills Usage (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Capitalization (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Punctuation (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Language Skills Usage (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Capitalization (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Kinds of Sentences (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Punctuation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Usage (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Capitalization and Punctuation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Classifying Kinds of Sentences (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Classifying Sentences by Use (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Faulty Expression (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Grammatical Usage (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MULTIPLE APTITUDE TESTS Perceptual Speed Language Usage (CTB)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
NATIONAL ACHIEVEMENT TESTS English Test (3-8) (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS English Test (6-8 Short Form) (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS English Test (7-12) (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	0	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in the Language Arts (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	1	P F F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Language Usage (BMC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
SCHONELL DIAGNOSTIC ENGLISH TESTS Capital Letters and Punctuation (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL3 Mechanics of Writing Capitalization and Punctuation (ETS)	2	0	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
SRA ASSESSMENT SURVEY ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Grammatical Usage (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Language Arts Total (SRA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Language Arts Grammatical Usage (SRA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT - RED LEVEL Language Arts Total (SRA)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Language (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
STANFORD TEST OF ACADEMIC SKILLS - LEVEL I English (HBJ)	2	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	2	2	P F F F
SURVEY OF LANGUAGE ACHIEVEMENT: JUNIOR HIGH LEVEL English (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	[illegible]	2	0	1	2	0	1	1	0	3	2	1	3	2	P F F F
TEST FOR HIGH SCHOOL ENTRANTS English (PA)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	1	P F G P
WILLING SCALE FOR MEASURING WRITTEN COMPOSITION Form Value (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
9. *WRITING SKILLS*																																								
CANADIAN ENGLISH ACHIEVEMENT TEST Effectiveness of Expression (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
9A. *Organization of Ideas for Writing*																																								
DELAWARE COUNTY SILENT READING TEST OF LANGUAGE SKILLS #18 Written Language Rating (DCRC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
9B. *Sentence and Paragraph Development*																																								
ACHIEVEMENT TEST Joining Parts of the Sentence (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Composition Test (HMC)	2	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Expression (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DIAGNOSTIC TEST Joining Parts of the Sentence (SCP)	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Sentence Structure (BMC)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
ENGLISH MINIMUM ESSENTIALS TEST Sentence Sense (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P G F P
ENGLISH PROGRESS TEST D2 (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	3	0	0	3	2	P F P F
ESSENTIALS OF ENGLISH TESTS Sentence Structure (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS English Usage (SRA)	0	0	2	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	1	3	1	1	1	2	P F F F
SCHONELL DIAGNOSTIC ENGLISH TESTS Sentence Structure (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P G F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 English Expression (ETS)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
9C. *Style*																																								
TEST Variety in Sentence Arrangement (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
9D. *Mechanics of Writing*																																								
DETROIT GENERAL APTITUDES EXAMINATION Handwriting (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Copying Text (CHN)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	1	P F F P
MEASURING SCALE FOR HANDWRITING Quality of Handwriting (ETS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	0	1	1	P F F P
MEASURING SCALE FOR HANDWRITING Rate of Handwriting (ETS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	0	1	1	P F F P
NORMAL HANDWRITING SCALE (ZB)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Visual-Motor Skills (PEI)	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
SPECIFIC LANGUAGE DISABILITY TEST Test I Visual to Motor (EPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST Test II Visual to Motor (EPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
9E. *Formal Writing*																																								
SCHONELL DIAGNOSTIC ENGLISH TESTS Composition (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
9F. *Personal Writing*																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
9G. Creative Writing																																								
SIMILIES (RPP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P G P P
WILLING SCALE FOR MEASURING WRITTEN COMPOSITION Story Value (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
10. FORMS OF LITERATURE																																								
10A. Knowledge and Understanding of Literature																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Literature (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
POETRY TEST: JUNIOR HIGH SCHOOL (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
10B. Sources of Literature																																								
A TALE OF TWO CITIES (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
COOPERATIVE LITERATURE TESTS A Tale of Two Cities (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Great Expectations (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Huckleberry Finn (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Moby Dick (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Our Town (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Pride and Prejudice (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS Silas Marner (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Odyssey (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Old Man and The Sea (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COOPERATIVE LITERATURE TESTS The Red Badge of Courage (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Return of the Native (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
COOPERATIVE LITERATURE TESTS The Scarlet Letter (ETS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Literature (SV)	1	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	[illegible]	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P F F P
HOLLINGSWORTH-SANDERS JUNIOR HIGH SCHOOL LITERATURE TEST Test I (BEM)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
HOLLINGSWORTH-SANDERS JUNIOR HIGH SCHOOL LITERATURE TEST Test II (BEM)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P F F F
HOUSE OF THE SEVEN GABLES (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
IVANHOE (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MACBETH (SCP)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Literature Test (PA)	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SILAS MARNER (SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
THE SCARLET LETTER (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TREASURE ISLAND (SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
II. ANALYSIS AND EVALUATION OF LITERATURE																																								
IIA. Analysis of Plot and Theme																																								
MYTHS OF THE WORLD TEST SERIES Gods and Myths of Northern Europe (PFC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MYTHS OF THE WORLD TEST SERIES Greek Myths (PFC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MYTHS OF THE WORLD TEST SERIES The Roman Way (PFC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
11B. Analysis of the Structure of Literary Works																																								
CONTENT EVALUATION SERIES: LANGUAGE ARTS TESTS Literature Test (HMC)	2	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Perceiving Tone and Mood (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Understanding Comparisons (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Perceiving Tone and Mood (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Understanding Comparisons (GC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
11C. Evaluation of Literature																																								
11D. Appreciation of Literature																																								
VERBAL LANGUAGE DEVELOPMENT SCALE (AGS)	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
WHAT I LIKE TO DO Quiet Play (SRA)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	0	0	P G G P
FOREIGN LANGUAGE																																								
12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE																																								
ENGLISH LANGUAGE TEST (ODE)	0	1	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P P P P
12A. Foreign Language Writing System																																								
12B. Foreign Language Phonetics																																								
12C. Foreign Language Vocabulary																																								
FUNDAMENTALS OF HEBREW-1: UPPER LEVEL (AAJE)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
12D. *Foreign Language Grammar*																																								
EXAMINATION IN STRUCTURE (English as a Foreign Language) (FMBS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
FIRST YEAR FRENCH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P P G P
FIRST YEAR SPANISH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P F G P
SECOND YEAR FRENCH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	0	1	2	1	1	1	0	1	1	0	1	3	0	0	0	1	0	0	P F F P
SECOND YEAR SPANISH TEST (BEM)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	3	0	0	0	1	0	0	P F G P
13. *MASTERY OF FOREIGN LANGUAGE TECHNIQUE*																																								
13A. *Foreign Language Reading Ability*																																								
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Reading Comprehension (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Reading Comprehension (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
13B. *Foreign Language Listening Comprehension*																																								
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Listening Proficiency (HBJ)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Listening Comprehension (HBJ)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Listening Comprehension (HBJ)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
13C. Foreign Language Writing Ability																																								
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P G F P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Writing Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	3	0	1	0	0	P F F P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Writing Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
13D. Foreign Language Speaking Ability																																								
PIMSLEUR FRENCH PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
PIMSLEUR FRENCH PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR GERMAN PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR GERMAN PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR SPANISH PROFICIENCY TESTS - FIRST LEVEL Speaking Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
PIMSLEUR SPANISH PROFICIENCY TESTS - SECOND LEVEL Speaking Proficiency (HBJ)	2	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
14. INSIGHT INTO A FOREIGN CULTURE																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY*			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
14A. Literature of a Foreign Culture																																								
14B. Social-Historical Features of a Foreign Culture																																								
15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE																																								
15A. Interest in Learning and Using a Foreign Language																																								
PIMSLEUR LANGUAGE APTITUDE BATTERY Interest (HBJ)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
15B. Interest in Learning About and Involvement in a Foreign Culture																																								
HEALTH AND SAFETY																																								
16. PHYSICAL AND MENTAL HEALTH																																								
AAHPER COOPERATIVE HEALTH EDUCATION TESTS Level 3 (ETS)	2	1	2	0	1	0	0	1	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	3	1	2	1	P G F F
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Attitudes (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Knowledge (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Practices (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Total (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
HEALTH EDUCATION TEST Health Knowledge (PA)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
16A. Personal Health																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Care of Eyes (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Dental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Personal Cleanliness and Skin Care (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE —COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Personal Health (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Rest and Recreation (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH EDUCATION TEST Health in Home, School and Community (PA)	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
16B. Nutrition																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Nutrition (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH EDUCATION TEST Nutrition (PA)	1	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
16C. Personality Development																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Mental Health (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
HEALTH EDUCATION TEST Mental Health (PA)	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
17. HABIT FORMING SUBSTANCES AND THEIR USE																																								
BUSCHO FOUR CONTROVERSIAL HEALTH AREAS TEST Attitude Survey (AEB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
BUSCHO FOUR CONTROVERSIAL HEALTH AREAS TEST Knowledge Test (AEB)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
17A. Smoking and Tobacco																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Smoking and Drinking (CTB)	1	2	0	1	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
INFORMATION TEST ON SMOKING AND HEALTH (GLP)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST (CWT)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
17B. Alcohol and Alcoholism																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
17C. Drug Use and Abuse																																								
DRUG I.Q. TEST Dependence and Treatment (CPH)	1	0	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P P F P
DRUG I.Q. TEST Drug "Argot" and Drug Facts (CPH)	1	0	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P P F P
DRUG I.Q. TEST Nature and Effects (CPH)	1	0	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P P F P
DRUG I.Q. TEST Total (CPH)	1	1	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	1	0	1	1	0	0	2	0	0	0	P P F P
DRUG I.Q. TEST Use Reasons and Control Laws (CPH)	1	0	2	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P P F P
DRUG KNOWLEDGE INVENTORY (FLP)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P G F P
INFORMATION TEST ON DRUGS AND DRUG ABUSE (GLP)	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
18. MARRIAGE, FAMILY, AND SEX EDUCATION																																								
18A. Sex Education																																								
BURKS' BEHAVIOR RATING SCALES Excessive Sexuality (Heterosexual) (AP)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P P P P
18B. Dating																																								
18C. Marriage and Family Life																																								
19. PUBLIC HEALTH																																								
19A. Community Health																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Community Health (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
19B. Diseases																																								
ACHIEVEMENT TEST ON SYPHILIS AND GONORRHEA (FLP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL
TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Infection and Disease (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
NATIONAL ACHIEVEMENT TESTS Health Test (PA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
TEACHING TEST ON SYPHILIS AND GONORRHEA (FLP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
VENEREAL DISEASE KNOWLEDGE INVENTORY (FLP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
19C. Consumer Health																																								
20. SAFETY EDUCATION																																								
20A. Safety and Accidents																																								
HEALTH BEHAVIOR INVENTORY, JUNIOR HIGH LEVEL Safety (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
20B. First Aid																																								
HEALTH EDUCATION TEST Application of Knowledge (PA)	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	2	2	P F F P
HEALTH EDUCATION TEST Safety and First Aid (PA)	1	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
HOME ECONOMICS																																								
21. HOME AND FAMILY MANAGEMENT																																								
21A. Family Relations																																								
21B. Home Nursing and Child Care																																								
21C. Home Management																																								
21D. Consumer Economics																																								
21E. Housing																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-5	0-3	0-1	0-3	0-2	G-F-P
21F. Furnishing																																								
22. FOOD AND MEAL PREPARATION																																								
MINNESOTA CHECKLIST FOR FOOD PREPARATION AND SERVING (UMP)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	0	1	0	[illegible]	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
22A. Food Preparation																																								
22B. Meal Serving																																								
23. CLOTHING AND TEXTILES																																								
EMPORIA CLOTHING TEST (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
23A. Clothing and Textile Selection																																								
23B. Sewing and Clothing Construction																																								
23C. Care of Clothing																																								
INDUSTRIAL ARTS																																								
24. INDUSTRIAL ARTS AND PRACTICES																																								
COOPERATIVE INDUSTRIAL ARTS TESTS General Industrial Arts (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
MIDDLETON INDUSTRIAL ARTS TEST (BEM)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
24A. Industrial Shop Safety																																								
24B. Drafting (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Drawing (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Reading Simple Drawings and Blueprints (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
24C. Woodworking (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Woods (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
24D. Metals and Machines (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Metals (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
24E. Electricity and Electronics (non-vocational)																																								
COOPERATIVE INDUSTRIAL ARTS TESTS Electricity-Electronics (ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
24F. Graphics (non-vocational)																																								
24G. Auto Mechanics (non-vocational)																																								
INTELLECTUAL SKILLS																																								
25. UNDERSTANDING																																								
ACADEMIC APTITUDE TEST Verbal Intelligence (PA)	1	1	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	1	P P F P
AMERICAN SCHOOL INTELLIGENCE TEST Advanced Battery (BMC)	1	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
ARMY ALPHA EXAMINATION, FIRST NEBRASKA EDITION Total (SPS)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ARMY ALPHA EXAMINATION, FIRST NEBRASKA EDITION Verbal (SPS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Language (BMC)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Total (BMC)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	2	1	1	1	1	1	1	0	1	2	2	0	0	1	0	2	P P F P
ENGLISH PROGRESS TEST F2 (NFER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HENMON-NELSON TESTS OF MENTAL ABILITY (6-9) (HMC)	1	1	1	0	1	0	0	0	2	1	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	P F G F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD-BINET INTELLIGENCE SCALE (HMC)	1	1	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	1	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Full Scale Score (PC)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	3	0	1	3	2	P F P F
25A. Comprehension and Production of Information																																							
ACADEMIC APTITUDE TEST General Information (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part I (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN LITERACY TEST (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Sentence and Word Meaning (BMC)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	2	1	0	2	P F F P
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY General Composite Standard Score (HBJ)	1	0	1	0	0	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	0	1	2	1	0	2	1	1	1	0	1	1	0	3	3	1	3	2	P F F G
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY Reading Composite Prognostic Score (HBJ)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	0	0	1	1	0	3	2	1	3	2	P F F F
APTITUDE TEST C.P. 66. Total (NFER)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
APTITUDE TEST C.P. 66. Verbal (NFER)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	[illegible]	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ARMY GROUP EXAMINATION ALPHA, SCHRAMMEL-BRANNON REVISION (BEM)	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	1	P P F P
BITCH TEST (BLACK INTELLIGENCE TEST OF CULTURAL HOMOGENEITY) (RLW)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	0	0	0	P F F P
BURNETT READING SERIES SURVEY TEST - ADVANCED Word Meaning (STS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Total (CTB)	2	0	1	0	1	0	0	0	0	0	1	2	1	1	1	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	2	1	3	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Reading Vocabulary (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	1	2	P G G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	1	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Verbal Concepts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Language (CTB)	1	0	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	3	3	0	1	3	2	P G G G
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Verbal Concepts (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	0	2	0	1	1	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P G G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Verbal Concepts (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
CANADIAN ACADEMIC APTITUDE TEST Verbal Reasoning (GCT)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL D Verbal (TNS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL E Verbal (TNS)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
CATTELL INTELLIGENCE TESTS - SCALE II (GH)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1	1	2	1	0	1	1	1	2	0	0	1	0	0	0	0	0	2	P P F P
CLASSROOM READING INVENTORY Graded Word Lists (WCB)	0	0	2	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P P P P
CLOSURE SPEED (GESTALT COMPLETION) (IRC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Reading Vocabulary (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	3	3	3	1	1	2	F G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Reading Vocabulary (CTB)	2	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	0	2	0	1	3	2	P G G F
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Verbal (GTA)	1	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: INTERMEDIATE Verbal (GTA)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Active Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Total (GTA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: INTERMEDIATE Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Total (GTA)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Vocabulary (GTA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE Information (WHD)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	1	P G F P
DENNIS TEST OF SCHOLASTIC APTITUDE Total (WHD)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE Verbal Concepts (WHD)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	1	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	0	1	2	1	1	2	1	1	2	0	1	1	[illegible]	2	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Mechanical Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Opposites (BMC)	0	0	2	0	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Tool Information (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Tool Recognition (BMC)	0	0	2	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	0	2	P P G P
DETROIT TESTS OF LEARNING APTITUDE Free Association (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Orientation (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
DETROIT TESTS OF LEARNING APTITUDE Social Adjustment B (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Verbal Opposites (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DIAGNOSTIC READING TESTS Vocabulary Test (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Total (CDRT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of English Grammar and Literature (CDRT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Mathematics (CDRT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Science (CDRT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SECTION I, VOCABULARY (REVISED) Vocabulary of Social Studies (CDRT)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, LOWER LEVEL Vocabulary (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	3	2	P G F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Total (CDRT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	3	2	P F F P
DIAGNOSTIC READING TESTS: SURVEY SECTION, UPPER LEVEL Vocabulary (CDRT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Differential Total (HBJ)	2	0	1	1	1	0	0	0	0	0	0	2	0	1	0	1	0	1	0	1	0	1	1	2	1	0	2	0	1	1	0	1	0	0	2	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Differential Vocabulary (HBJ)	2	0	2	1	1	0	0	0	0	0	0	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	0	1	1	0	1	0	0	2	0	0	0	0	P F F P
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Listening Test Vocabulary Listening (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	0	3	2	P F G F
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Listening Test Total (HBJ)	2	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	0	3	2	P F G F
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Reading Test Total (HBJ)	2	0	1	1	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	2	P F G F
DURRELL LISTENING-READING SERIES: ADVANCED LEVEL Reading Test Vocabulary Reading (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	2	P F G F
EDUCATIONAL DEVELOPEMENT SERIES: ADVANCED Verbal Reasoning (STS)	0	0	2	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	P G F G
ENGLISH MINIMUM ESSENTIALS TEST Vocabulary (BMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
ENGLISH PROGRESS TEST E (NFER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	3	0	1	0	2	P F F P
ENGLISH PROGRESS TEST E2 (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
ENGLISH PROGRESS TEST G (NFER)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
ENGLISH TEST FG (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	0	0	0	0	2	0	1	0	0	3	0	1	1	2	P F P P
ESSENTIAL INTELLIGENCE TEST (OB)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	3	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
EXAMINING FOR APHASIA (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FULL RANGE PICTURE VOCABULARY TEST (PTS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	2	0	1	0	0	0	0	0	3	[illegible]	P P F P
FUNDAMENTAL ACHIEVEMENT SERIES Verbal (PC)	0	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	1	P F F P
GAP READING COMPREHENSION (HEA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
GAPADOL READING COMPREHENSION (HEA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	2	1	1	1	1	0	2	0	1	0	0	3	0	1	0	2	P F F P
GATES-MacGINITIE READING TESTS: SURVEY E Vocabulary (BMC)	1	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
GATES-McKILLOP READING DIAGNOSTIC TESTS Oral Vocabulary (TCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	0	0	0	0	0	0	0	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION General Information (MRP)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Picture Completion (MRP)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P [illegible] F P
GILLILAND LEARNING POTENTIAL EXAMINATION Reading Interest Areas (MRP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P P F P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Man (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	1	0	0	1	0	0	0	0	3	2	P F F P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Self (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
GOODENOUGH-HARRIS DRAWING TEST Point Scale Woman (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	1	0	0	1	0	0	0	0	3	2	P F F P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Man (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	1	0	0	1	0	0	0	0	3	1	P F F P
GOODENOUGH-HARRIS DRAWING TEST Quality Scale Woman (HBJ)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	1	0	0	1	0	0	0	0	3	1	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Reading Vocabulary (SV)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P F F P
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Vocabulary (GCT)	1	0	2	0	[illegible]	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	2	1	1	1	P G F F
GROUP DIAGNOSTIC APTITUDE AND ACHIEVEMENT TESTS Language Test - Vocabulary (CHN)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Completion of Drawings (MSH)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F F P
IMMEDIATE TEST (SPS)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
INVENTORY-SURVEY TEST FOR UPPER GRADES Word Meaning (SFC)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
IOWA SILENT READING TESTS, LEVEL 1 Reading Power (HBJ)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	3	3	1	3	2	P F F G
IOWA SILENT READING TESTS, LEVEL 1 Vocabulary (HBJ)	1	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	2	1	3	2	P G F F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Vocabulary (HMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Vocabulary (HMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P F G F
JASTAK TEST Verbal Reasoning (RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	3	2	P F F F
JASTAK TEST Vocabulary (RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	3	2	P F F F
JUNIOR SCHOLASTIC APTITUDE TEST Verbal (ERB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Overall Total (NFER)	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	1	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (General) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	P P P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Scientific) (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Total) (NFER)	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	1	P P P P
MATHEMATICAL AND TECHNICAL TEST Completing Pictures (GH)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
McGRATH TEST OF READING SKILLS Word Meanings (MPC)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
McMENEMY MEASURE OF READING ABILITY Vocabulary (RM)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Vocabulary (AVA)	0	0	2	0	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	2	2	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MENTAL ABILITY, ADVANCED FORM O Vocabulary (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
MENTAL ALERTNESS TEST FORM A/1/2 (NIPR)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	1	0	2	P F F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Total Reading (HBJ)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Word Knowledge (HBJ)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 7 Word Knowledge (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 8 Vocabulary (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MITCHELL VOCABULARY TEST (NFER)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
MULTIPLE APTITUDE TESTS Verbal Comprehension Total Test (CTB)	0	0	1	0	1	0	0	0	0	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	2	3	0	1	3	2	P G G F
MULTIPLE APTITUDE TESTS Verbal Comprehension Word Meaning (CTB)	0	0	2	0	1	1	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P
NATIONAL ACHIEVEMENT TESTS High School Reading Test (PA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Vocabulary Test (3-8) (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P G F P
NATIONAL ACHIEVEMENT TESTS Vocabulary Test (7-12) (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	1	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Composite (SRA)	0	0	1	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	0	0	2	1	0	1	0	1	1	0	1	2	3	3	3	1	1	2	P F F G
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Test of Learning Ability (SRA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	0	0	2	1	1	2	0	1	1	0	1	1	0	3	0	1	0	0	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Word Usage ((SRA)	0	0	2	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	2	3	2	1	1	2	P F F F
NELSON READING TEST Total (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	3	1	3	2	P F F F
NELSON READING TEST Vocabulary (HMC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P F F F
NORMAL BATTERY Vocabulary (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY, INTERMEDIATE EXAMINATION (HBJ)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	1	2	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST General Information (AGS)	2	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	2	0	0	1	3	2	P F F F
PEABODY PICTURE VOCABULARY TEST (AGS)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	1	1	3	2	F G F P
PERSONNEL CLASSIFICATION TEST Total (PC)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PERSONNEL CLASSIFICATION TEST Verbal (PC)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Verbal (HBJ)	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Vocabulary (HBJ)	0	0	2	0	1	1	0	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P F F P
PRESSEY SENIOR CLASSIFICATION TEST (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	2	P F F P
PRESSEY SENIOR VERIFYING TEST (BMC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Verbal Meaning (SRA)	0	0	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
PROGRESSIVE ACHIEVEMENT TESTS Reading Vocabulary Part 6 (NZCER)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	3	1	3	2	P G F G
PROGRESSIVE ACHIEVEMENT TESTS Reading Vocabulary Part 7 (NZCER)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	3	1	3	2	P G F G
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED - A Word Meaning (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
QUICK TEST (PTS)	1	0	2	0	1	0	0	0	2	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	1	0	0	0	P F P P
SCHONELL DIAGNOSTIC ENGLISH TESTS Vocabulary (OB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCIENCE VOCABULARY INVENTORY (PB)	1	0	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SHIPLEY-INSTITUTE OF LIVING SCALE Conceptual Quotient (BSB)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	P F P P
SHIPLEY-INSTITUDE OF LIVING SCALE Total (BSB)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SHIPLEY-INSTITUTE OF LIVING SCALE Vocabulary (BSB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Language (CTB)	1	0	1	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	1	1	1	0	2	0	1	3	2	P F G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Vocabulary (CTB)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P G F P
SHORT FORM TESTS OF EDUCATIONAL ABILITY - LEVEL 4 Total (SRA)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	0	2	P G F P
SIMPLEX JUNIOR 'A' TEST (GH)	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P
SIMPLEX JUNIOR INTELLIGENCE SCALE (GH)	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
SLOSSON INTELLIGENCE TEST FOR CHILDREN AND ADULTS (SEP)	1	0	1	0	0	0	0	0	2	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	0	1	2	0	0	0	0	0	0	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Reading Vocabulary (SRA)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Reading Vocabulary (SRA)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
SRA READING RECORD Vocabulary (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
SRA VERBAL FORM Linguistic (SRA)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
SRA VERBAL FORM Total (SRA)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Vocabulary (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
STANFORD DIAGNOSTIC READING TEST Vocabulary (HBJ)	1	0	2	0	1	1	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	0	1	1	P G F P
SURVEY OF READING ACHIEVEMENT: JUNIOR HIGH LEVEL (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	3	2	1	3	2	P F F F
SURVEY TEST OF VOCABULARY (PI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	1	P F F P
TEST OF ACTIVE VOCABULARY (EP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Speed of Comprehension (GTA)	0	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	1	1	3	1	P F F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE'	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Total (GTA)	0	1	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	3	1	3	1	P F F F
TEST OF READING, INTER-AMERICAN SERIES, LEVEL 4 Vocabulary (GTA)	0	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	1	1	3	1	P F F P
TESTS OF GENERAL ABILITY: GRADES 6 TO 9 Verbal (SRA)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
TRAXLER SILENT READING TEST Total Comprehension (BMC)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P G F P
TRAXLER SILENT READING TEST Total Score (BMC)	1	0	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	0	3	2	P G G P
TRAXLER SILENT READING TEST Word Meaning (BMC)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
UNDERSTANDING COMMUNICATION (IRC)	0	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
UTAH TEST OF LANGUAGE DEVELOPMENT (CRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
VERBAL TEST D (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
VERBAL TEST EF (NFER)	0	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	3	0	1	2	2	P F F F
VERBAL TEST GH (NFER)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Information (PC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	2	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Verbal Score (PC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	3	0	1	3	2	P F P F
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Vocabulary (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	3	0	1	3	2	P F P F
WIDE RANGE VOCABULARY TEST (PC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	0	0	0	P F F P
WIDE-SPAN READING TEST (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	3	1	3	2	P G F F
WORD CLUE TEST (CVE)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	0	0	P G F P
WORD UNDERSTANDING (M)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	2	2	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ZIP SCALE FOR DETERMINING READING LEVEL Comprehension (JWW)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
ZIP SCALE FOR DETERMINING READING LEVEL Word Recognition (JWW)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
25B. Integration of Information																																								
ACADEMIC APTITUDE TEST Mental Alertness (PA)	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P P F P
ACER INTERMEDIATE TEST A (ACER)	0	1	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	2	2	P F F F
ACER INTERMEDIATE TEST D (ACER)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	1	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Reading (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
KUHLMANN-ANDERSON TEST - BOOKLET EF (PP)	0	1	1	1	0	0	0	0	2	2	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	2	P F F F
KUHLMANN-ANDERSON TEST - BOOKLET G Verbal Score (PP)	0	1	1	1	0	0	1	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	P F F P
LANGUAGE FACILITY TEST (AC)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	2	0	1	0	0	0	0	0	0	1	P F P P
NON-VERBAL TEST DH (NFER)	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
PICTORIAL COMPLETION TEST II (CHS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	2	0	1	0	0	0	0	1	3	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Healy Picture Completion Test II (PC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P P P P
PROVERBS TEST - BEST ANSWER FORM (PTS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
PROVERBS TEST - FORM I (PTS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 7 Recognizing Systematic Organization (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills 8 Recognizing Systematic Organization (GC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
SCHONELL DIAGNOSTIC ENGLISH TESTS English Usage (OB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Similarities (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	3	2	P G P P
26. MEMORY																																								
26A. Rote Memory																																								
DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Unrelated Words (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Oral Directions (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Letters (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Visual Attention Span for Objects (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
FRUIT DISTRACTION TEST Number of Recalls of Peripheral Figures (SGS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbol Identification (MRP)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
GILLILAND LEARNING POTENTIAL EXAMINATION Visual Memory (MRP)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	0	0	0	0	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Auditory Tests Letter Memory (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Form Memory (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	1	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Visual Tests Letter Memory (CHN)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	1	P F F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Memory for Digits (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Visual Attention Span (MSH)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Recall (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
MATHEMATICAL AND TECHNICAL TEST Remembering Drawings (GH)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P G P P
MEMORY FOR DESIGNS TEST (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Knox Cube Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	C	P F P P
SPECIFIC LANGUAGE DISABILITY TEST Auditory Memory to Motor (EPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
SPECIFIC LANGUAGE DISABILITY TEST Auditory to Visual (EPS)	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
SPECIFIC LANGUAGE DISABILITY TEST Visual Memory (EPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SPECIFIC LANGUAGE DISABILITY TEST Visual Memory to Motor (EPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
TEST FOR ABILITY TO SELL Memory for Names and Faces (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Digit Span (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	3	2	P F P P
26B. *Meaningful Memory*																																								
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Memory (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Memory (CTB)	1	1	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	1	1	2	0	2	0	1	1	2	P G G P
CALIFORNIA TESTS OF MENTAL MATURITY: LEVEL 3 Memory (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Related Syllables (BMC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Oral Commissions (BMC)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Listening Comprehension (MRP)	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Memory (AVA)	0	1	2	0	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P G P P
MEMORY FOR EVENTS (SPS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MEMORY FOR MEANINGS (SPS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
PUPIL PROGRESS SERIES - DIAGNOSTIC READING, ADVANCED A Reading for Recall of Information (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Memory (CTB)	1	1	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	1	1	1	0	1	0	1	0	0	P G F P
SPECIFIC LANGUAGE DISABILITY TEST Comprehension (EPS)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
TEST FOR ABILITY TO SELL Learning Selling Points in Merchandise (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
27. SYSTEMATIC REASONING																																								
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Non-Language (CTB)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	3	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Total (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	0	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	3	2	P F F F
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Total (TCP)	1	0	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Total (TCP)	1	0	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
MATHEMATICAL AND TECHNICAL TEST Total Test (GH)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	P F P P
MENTAL ABILITY, ADVANCED FORM O Total Test (STS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	0	1	0	0	0	1	0	2	P F F P
MENTAL ALERTNESS NORMAL BATTERY (NIPR)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
27A. Deductive Reasoning																																								
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Related Words (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Sentence Translation Esperanto to English (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Artificial Language (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Sentence Translation English to Esperanto (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Main Scale (PTS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0		0	0	0	0	0	P F P P
KAHN TEST OF SYMBOL ARRANGEMENT (PTS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MATHEMATICAL AND TECHNICAL TEST Geometrical Figures (GH)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill in Thinking (AVA)	0	0	2	0	0	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	1	1	2	P F F P
MENTAL ABILITY, ADVANCED FORM O Figure Analogies (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
MENTAL ABILITY, ADVANCED FORM O Inference (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
PIMSLEUR LANGUAGE APTITUDE BATTERY Language Analysis (HBJ)	0	0	2	0	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P F F P
27B. Inductive Reasoning																																								
ACADEMIC APTITUDE TEST Comprehension of Relations (PA)	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
ACADEMIC APTITUDE TEST Non-Verbal Intelligence (PA)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	3	0	P F F P
ACADEMIC PROMISE TESTS Abstract Reasoning (PC)	1	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F G F P
ACADEMIC PROMISE TESTS Abstract Reasonging and Numerical (PC)	1	0	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	3	1	3	1	P G F F
ACADEMIC PROMISE TESTS Total (PC)	1	0	1	0	1	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	3	1	3	1	P F F F
ACADEMIC PROMISE TESTS Verbal (PC)	1	0	2	0	1	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F F F P
ACADEMIC PROMISE TESTS Verbal and Language Usage (PC)	1	0	1	0	1	0	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	3	1	3	1	P F F F
ACER HIGHER TEST Linguistic (ACER)	1	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P F F P
ACER HIGHER TEST Quantitative (ACER)	1	0	2	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P G F P
ACER HIGHER TEST Total (ACER)	1	0	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	3	2	P F F P
ACER JUNIOR A TEST (ACER)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
ACER JUNIOR NON-VERBAL TEST (ACER)	1	0	2	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ADVANCED PROGRESSIVE MATRICES (PC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	1	0	0	0	1	0	0	0	0	0	P G P P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Part II (NFER)	1	0	1	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AH4 GROUP TEST OF GENERAL INTELLIGENCE Total (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	1	0	1	0	1	0	0	0	0	0	0	0	P F F P
AH5 GROUP TEST OF HIGH GRADE INTELLIGENCE Part I (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	1	0	1	0	0	0	0	0	P F F P
AH5 GROUP TEST OF HIGH-GRADE INTELLIGENCE Part II (NFER)	1	0	2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	1	0	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P P F P
AH5 GROUP TEST OF HIGH-GRADE INTELLIGENCE Total (NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	2	1	0	2	0	0	1	0	1	0	2	0	0	0	0	0	P P P P
ARMY ALPHA EXAMINATION, FIRST NEBRASKA EDITION Relationships (SPS)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ALGEBRA APTITUDE TEST Number Series (AGS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Logical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Non-Language (CTB)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H Total (CTB)	1	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Logical Reasoning (CTB)	1	1	2	1	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	1	1	2	0	1	0	1	3	2	P F G P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Non-Language (CTB)	1	1	2	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	1	2	1	1	2	1	2	0	1	3	2	F F G F
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3 Total (CTB)	1	1	0	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	1	2	1	1	2	3	3	0	1	3	2	P F G G
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Logical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
CANADIAN ACADEMIC APTITUDE TEST Non-Verbal Reasoning (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL D Non-Verbal (TNS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
CANADIAN LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL E Non-Verbal (TNS)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Part I (BMC)	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Part II (BMC)	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
CATTELL CULTURE FAIR INTELLIGENCE TEST - SCALE 2 Total (BMC)	0	1	2	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
CATTELL INTELLIGENCE TESTS - SCALE I (GH)	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	1	1	2	0	0	1	0	0	0	0	0	2	P F F P
CGA MENTAL ABILITY TESTS (GCT)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
CHICAGO NON-VERBAL EXAMINATION - VERBAL DIRECTION (PC)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	0	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
COGNITIVE ABILITIES TEST: LEVEL E Non-Verbal Battery (HMC)	0	0	1	0	0	0	1	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL E Verbal Battery (HMC)	0	0	1	0	0	0	1	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL F Non-Verbal Battery (HMC)	0	0	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL F Verbal Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COLUMBIA MENTAL MATURITY SCALE (HBJ)	0	0	2	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F P P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Non-Verbal (GTA)	1	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	0	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Total (GTA)	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: INTERMEDIATE Non-Verbal (GTA)	1	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: INTERMEDIATE Total (GTA)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
DEESIDE NON-VERBAL REASONING TEST (GH)	1	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE Reasoning (WHD)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Analogies (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	0	2	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
DETROIT TESTS OF LEARNING APTITUDE Likenesses and Differences (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
D48 TEST (CPP)	0	0	2	0	1	0	0	0	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Abstract Reasoning (PC)	0	0	2	0	1	1	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
DIFFERENTIAL APTITUDE TESTS Verbal Reasoning (PC)	0	0	2	0	1	0	0	0	2	2	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
DIFFERENTIAL APTITUDE TESTS VR & NA: Scholastic Aptitude (PC)	0	0	1	0	1	0	0	0	2	2	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
DOMINION GROUP TESTS OF LEARNING CAPACITY - INTERMEDIATE (GCT)	0	1	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED Composite Score (STS)	1	1	0	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	3	3	3	1	3	2	P F F G
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED Non-Verbal Reasoning (STS)	0	1	2	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED Total Ability (STS)	0	1	2	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	2	0	2	1	3	2	P G F F
FOREIGN LANGUAGE PROGNOSIS TEST - FORM A Word Translation English to Esperanto (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
FOREIGN LANGUAGE PROGNOSIS TEST - FORM B Word Translation Esperanto to English (TCP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION Non-Reading Total (MRP)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2	1	1	0	1	1	1	0	1	0	0	0	0	0	0	2	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Quick Score (MRP)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	0	2	2	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Relationships (MRP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbol Interpretation (MRP)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
GILLILAND LEARNING POTENTIAL EXAMINATION Symbolic Representation (MRP)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P P F P
GILLILAND LEARNING POTENTIAL EXAMINATION Total (MRP)	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	2	1	1	0	1	1	1	0	1	0	0	0	0	0	0	2	P P F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Picture Analogies (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
		CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY									
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P			
JASTAK TEST Capacity	(RC)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	P	P	P	P
JASTAK TEST Intelligence	(RC)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	3	2	P	P	P	P
JASTAK TEST Language Factor	(RC)	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	1	0	0	0	0	1	1	0	0	0	1	3	2	P	P	P	P
JASTAK TEST Number Series	(RC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	3	2	P	F	F	F
JASTAK TEST Picture Reasoning	(RC)	0	0	2	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	2	1	1	1	1	0	2	0	1	0	0	2	0	1	3	2	P	F	F	F
JASTAK TEST Reality Factor	(RC)	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	2	1	1	1	0	0	0	0	1	1	0	0	0	1	3	2	P	P	P	P
JASTAK TEST Social Concept	(RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	0	1	1	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	3	2	P	F	F	F
JASTAK TEST Space Series	(RC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	1	2	P	F	F	P
JENKINS INTERMEDIATE NON-VERBAL TEST	(ACER)	1	0	2	0	1	1	0	0	2	0	1	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P	F	F	F
JUNIOR SCHOLASTIC APTITUDE TEST Numerical	(ERB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	G	F	P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Less Intelligent vs. More Intelligent	(IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Brief Placement Scale	(PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P	F	P	P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Concept Formation	(PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P	F	P	P
KASANIN-HANFMANN CONCEPT FORMATION TEST	(CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	0	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P	F	P	P
KINGSTON TEST OF INTELLIGENCE	(GH)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	0	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	1	2	P	F	F	P
KUHLMANN-ANDERSON TEST - BOOKLET G Total Score	(PP)	0	1	1	1	0	0	1	0	2	3	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	2	3	0	1	3	2	F	F	F	F
KUHLMANN-FINCH TESTS, JUNIOR HIGH SCHOOL TEST	(AGS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	2	3	1	1	1	2	P	F	F	F
LEE TEST OF ALGEBRAIC ABILITY	(BMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	3	2	P	F	F	P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-a-d
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL D Non-Verbal (HMC)	0	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P G F F
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL D Verbal (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	2	1	3	2	P G F F
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL E Non-Verbal (HMC)	0	0	2	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	1	3	1	3	2	P G F G
LORGE-THORNDIKE INTELLIGENCE TESTS: LEVEL E Verbal (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	3	3	1	3	2	P G F G
MATHEMATICAL AND TECHNICAL TEST Completing the Series (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MATHEMATICAL AND TECHNICAL TEST Figure Series (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MENTAL ABILITY, ADVANCED FORM O Number Series (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	0	0	P F P P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Non-Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Total (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
NEW SOUTH AFRICAN GROUP TEST, INTERMEDIATE Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
NEW SOUTH AFRICAN GROUP TEST, JUNIOR Non-Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
NEW SOUTH AFRICAN GROUP TEST, JUNIOR Total (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
NEW SOUTH AFRICAN GROUP TEST, JUNIOR Verbal (HSRC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
NINES (NIPR)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
NON-VERBAL TEST 4 (NFER)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
NORMAL BATTERY Mental Alertness (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
THE NORTHUMBERLAND MENTAL TESTS (GH)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
OTIS-LENNON METAL ABILITY TEST: INTERMEDIATE LEVEL (HBJ)	2	0	2	0	1	0	0	0	2	1	1	2	1	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	3	3	3	1	3	2	F G F G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION		INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Reasoning (SRA)	0	1	2	0	1	0	0	0	2	1	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	3	2	P F F F
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Total Score (SRA)	0	1	0	0	1	0	0	0	2	1	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	0	2	1	1	2	0	1	0	3	0	0	1	3	2	P F F F
PURDUE NON-LANGUAGE PERSONNEL TEST (UBS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Total (ETS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Verbal (ETS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
SHIPLEY-INSTITUTE OF LIVING SCALE Abstraction (BSB)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Analogies (CTB)	1	0	2	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	1	1	1	0	2	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Non-Language (CTB)	1	1	2	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	1	1	1	0	2	0	1	3	2	F F G F
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Sequences (CTB)	1	0	2	1	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	1	1	1	0	1	0	1	0	0	P F F P
SHORT FORM TEST OF ACADEMIC APTITUDE - LEVEL 4 Total (CTB)	1	1	1	1	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	1	1	1	0	3	0	1	3	2	P F G F
SIMPLEX GROUP INTELLIGENCE SCALE (GH)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	P F F P
SIMPLEX INTELLIGENCE TEST GNV (GH)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	0	0	0	1	1	P F F P
SOUTHEND TEST OF INTELLIGENCE (GH)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	2	0	0	2	0	1	0	0	0	0	0	1	1	2	P F F P
SRA HIGH SCHOOL PLACEMENT TEST Educational Ability (SRA)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P G F P
SRA NON-VERBAL FORM (SRA)	0	0	2	0	0	0	0	0	1	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	P F F P
SRA VERBAL FORM Quantitative (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
STANDARD PROGRESSIVE MATRICES (PC)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	3	0	P F F P
SUBSUMED ABILITIES TESTS Abstraction (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SUBSUMED ABILITIES TESTS Conceptualization (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TESTS Demonstrated Abilities (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TESTS Potential Abilities (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
SUBSUMED ABILITIES TESTS Recognition (MB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TEST OF "g" CULTURE FAIR Scale 2 (IPAT)	1	0	2	0	1	0	0	0	2	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P F G F
TEST OF "g": CULTURE FAIR Scale 3 (IPAT)	1	0	2	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
TEST OF GENERAL ABILITY, LEVEL 4 Non-Verbal (GTA)	1	1	2	0	0	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P G F F
TEST OF GENERAL ABILITY, LEVEL 4 Total (GTA)	1	1	2	0	0	0	0	0	2	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	0	2	0	1	1	0	1	0	0	3	1	1	3	1	P F F F
TESTS OF GENERAL ABILITY: GRADES 6 TO 9 Reasoning (SRA)	2	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	3	2	P F F P
TESTS OF GENERAL ABILITY: GRADES 6 TO 9 Total (SRA)	2	0	1	0	1	0	0	0	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Arrangement (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	1	0	1	3	2	P F P P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Less Intelligent vs. More Intelligent (IPAT)	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
28. CREATIVITY																																								
28A. Ingenuity																																								
CLASSROOM BEHAVIOR INVENTORY Academic Ability (ESS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CONSEQUENCES Originality (SPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
FRUIT DISTRACTION TEST Reading Error Distractability Score (SGS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	[illegible]	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FRUIT DISTRACTION TEST Reading Time Distractability Score (SGS)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
THINKING CREATIVELY WITH SOUNDS AND WORDS Onomatopeia and Images (PP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	3	2	P G F P
THINKING CREATIVELY WITH SOUNDS AND WORDS Sounds and Images (PP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Originality (PP)	1	0	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	1	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Title Originality (PP)	1	0	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	1	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Originality (PP)	1	1	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
28B. Flexibility																																								
ALTERNATE USES (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
TORRANCE TEST OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Flexibility (PP)	1	0	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	1	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Verbal Flexibility (PP)	1	0	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
28C. Elaboration																																								
CONSEQUENCES Ideational Fluency (SPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P G P P
MAKING OBJECTS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
MATCH PROBLEMS V (SPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEASUREMENT OF SKILLS Skill with Words (AVA)	0	0	2	0	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
POSSIBLE JOBS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	P F P P
SEEING PROBLEMS (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
SKETCHES (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TEST OF CREATIVE POTENTIAL License Plate Words (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TEST OF CREATIVE POTENTIAL Picture Decoration (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P G P P
TEST OF CREATIVE POTENTIAL Total (M)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	3	2	P G F P
TEST OF CREATIVE POTENTIAL Writing Words (M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Elaboration (PP)	1	1	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	1	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figural Fluency (PP)	1	1	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	1	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	1	0	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	1	1	2	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
WORD FLUENCY - FORM A (SPS)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
29. *EVALUATION*																																								
29A. *Logical Judgment*																																								
CORNELL CONDITIONAL-REASONING TEST (CCTP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
CORNELL CRITICAL THINKING TEST, LEVEL X (CCTP)	2	1	1	0	1	1	0	0	1	0	1	1	0	1	0	0	0	1	0	1	0	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	0	P P F P
DETROIT TESTS OF LEARNING APTITUDE Pictorial Absurdities (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Pictorial Opposites (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
DETROIT TESTS OF LEARNING APTITUDE Verbal Absurdities (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
FIVE TASK TEST Ball and Field Task (WPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Blind (PTS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Missing Elements (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Picture Completion (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	3	2	P G P P
29B. Social Judgment																																								
CAREER MATURITY INVENTORY, COMPETENCE TEST Knowing Yourself (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P G F P
CAREER MATURITY INVENTORY, COMPETENCE TEST What Should They Do? (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	1	2	P F F P
DETROIT TESTS OF LEARNING APTITUDE Social Adjustment A (BMC)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	0	0	1	P F P P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Solving Everyday Problems (STS)	1	1	1	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	1	2	1	1	3	2	P G F F
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Community Relations (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Economic Sufficiency (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Home and Family (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Inner Development (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Romance and Psychosexual (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Rules and Law (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	1	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST School and Education (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Self-Actualization (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO IDEAL AND CONSCIENCE DEVELOPMENT TEST Total (M)	0	1	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	2	2	1	0	0	P G F P
GETTING ALONG Getting Along in One's Environment (TL)	1	0	1	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P F F P
INTER-PERSON PERCEPTION TEST, FORM AC (M)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
SOCIAL INSIGHT TEST (CPP)	1	0	2	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Comprehension (PC)	0	0	2	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	1	3	2	P F P P
MATHEMATICS																																								
30. GENERAL MATHEMATICS																																								
APTITUDE TEST C.P. 66. Quantitative (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 7 Concepts and Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 7 Total (BMC)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Concepts and Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Total (BMC)	1	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F
BASIC MATHEMATICS TEST DE (NFER)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Concepts and Problems (CTB)	2	1	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	3	2	P G G F
COGNITIVE ABILITIES TEST: LEVEL E Quantitative Battery (HMC)	0	0	1	0	0	0	1	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COGNITIVE ABILITIES TEST: LEVEL F Quantitative Battery (HMC)	0	0	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	2	P G F F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Arithmetic Concepts (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	1	2	1	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Total Battery (CTB)	2	1	0	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	0	1	1	2	1	0	2	1	1	2	1	1	2	3	3	3	1	3	2	P G G G
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Concepts (CTB)	2	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Total Battery (CTB)	2	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
DIAGNOSTIC TEST IN MATHEMATICS, LEVEL I (GCT)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
ERB MODERN MATHEMATICS TEST Part I (ERB)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ERB MODERN MATHEMATICS TEST Total Test (ERB)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Mathematics Skills Mathematics Concepts (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Skills Mathematics Concepts (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
JUNIOR HIGH SCHOOL MATHEMATICS TEST Problem Analysis (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Total (AGS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	2	0	1	1	0	3	0	0	3	2	[illegible]
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 8 Our Number System (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL EDUCATIONAL DEVELOPMENT TESTS Mathematics Usage (SRA)	0	1	2	0	0	0	0	0	0	2	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	1	2	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY - LEVEL C (CTB)	1	1	1	1	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	0	2	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mathematics Basic Concepts (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Concepts (PP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Facts (PP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
WISCONSIN CONTEMPORARY TEST OF ELEMENTARY MATHEMATICS Total (PP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
30A. Arithmetic																																								
ACADEMIC PROMISE TESTS Numerical (PC)	1	1	1	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	2	1	3	1	F G F P
ACER NUMBER TEST (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	3	1	P G F P
ALGEBRA READINESS TEST Decimals (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
ALGEBRA READINESS TEST Fractions (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ALGEBRA READINESS TEST Fundamental Operations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
ALGEBRA READINESS TEST Problem Solving (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
ALGEBRA READINESS TEST Total (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
AMERICAN NUMERICAL TEST (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Average (BMC)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Computation (BMC)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	2	2	1	0	2	P F F P
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Arithmetic Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	2	1	0	2	P F F F
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Total Average (BMC)	1	1	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	1	1	0	0	1	0	0	0	0	1	0	0	P F F P
ANALYSIS OF LEARNING POTENTIAL, ADVANCED I BATTERY Mathematics Composite Prognostic Score (HBJ)	1	0	2	0	0	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	0	0	1	1	0	3	2	1	3	2	P F F F
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Decimals (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Fractions and Mixed Numbers (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Operations with Whole Numbers (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Percentage (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Total (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 7 Computation (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ARITHMETIC ACHIEVEMENT TESTS, LEVEL 8 Computation (BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
ARITHMETIC REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ARMY ALPHA EXAMINATION, FIRST NEBRASKA EDITION Numerical (SPS)	[illegible]	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BASIC MATHEMATICS TEST FG (NFER)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	3	0	0	1	2	P F F P
BASIC SKILLS IN ARITHMETIC TEST (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	0	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	0	1	2	P F F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Computation (BMC)	0	1	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Reasoning (BMC)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
BRIEF SURVEY TEST OF ARITHMETIC SKILLS Total (BMC)	0	1	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Computation (CTB)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	0	3	2	1	1	2	P F G F
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 4 Mathematics Total (CTB)	2	1	2	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	1	1	2	1	1	1	0	3	3	1	3	2	P F G G
CALIFORNIA ALGEBRA APTITUDE TEST Problems (AGS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
CALIFORNIA ALGEBRA APTITUDE TEST Total (AGS)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
CALIFORNIA-SHORT FORM TEST OF MENTAL MATURITY: LEVEL 2H Numerical Reasoning (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P F G P
CALIFORNIA-SHORT FORM TEST OF MENTAL MATURITY: LEVEL 3 Numerical Reasoning (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	1	2	0	1	2	1	1	2	0	2	0	1	1	2	P F G P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Numerical Reasoning (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F G P
CANADIAN ACADEMIC APTITUDE TEST Mathematical Reasoning (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Arithmetic Computation (GCT)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Facts, Terms, and Concepts (GCT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Arithmetic Applications (CTB)	2	0	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Arithmetic Computation (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Arithmetic Total (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	1	1	2	1	1	2	3	3	3	1	1	2	F G G G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Applications (CTB)	2	1	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Computation (CTB)	2	1	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P F G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Arithmetic Total (CTB)	2	1	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P G F F
COMPUTATION TEST (NIPR)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
CONTENT EVALUATION SERIES: MATHEMATICS TEST (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	P G F F
COOPERATIVE MATHEMATICS TESTS Arithmetic (ETS)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Scholastic (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	1	0	2	0	1	3	1	P F F P
DENNIS TEST OF SCHOLASTIC APTITUDE Arithmetic Reasoning (WHD)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	1	1	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Arithmetic (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Educational (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	0	1	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT TESTS OF LEARNING APTITUDE Number Ability (BMC)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	0	0	0	0	0	0	0	1	P P P P
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC Addition (BMC)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC Division (BMC)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC Multiplication (BMC)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC CHART FOR FUNDAMENTAL PROCESSES IN ARITHMETIC Subtraction (BMC)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
DIAGNOSTIC FRACTIONS TEST (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC NUMBER TEST I (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC NUMBER TEST II (ACER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Like Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Unlike Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Addition of Whole Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by One-Place Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by Two-Place Numbers (10A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division by Two-Place Numbers (10B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Division of Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication by Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Multiplication of Whole Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Per Cent (22A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Per Cent (22B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Regrouping Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Screening Test in Arithmetic (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Decimals (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Like Fractions (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Unlike Fractions (15A) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Unlike Fractions (15B) (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Subtraction of Whole Numbers (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Uneven Division Facts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part I - Test 1, Addition (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part I - Test 2, Subtraction (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part I - Test 3, Multiplication (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part I - Test 4, Division (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part I - Total (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Addition of Fractions Total (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Decimals Total (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Subtraction of Fractions Total (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 1, Addition of Fractions (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 2, Addition of Fractions (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 3, Subtraction of Fractions (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 4, Subtraction of Fractions (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 5, Addition of Decimals (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Test 6, Subtraction of Decimals (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIAGNOSTIC TESTS IN ARITHMETIC FUNDAMENTALS Part II - Total (GCT)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	1	0	1	1	0	0	0	0	0	0	P F F P
DIFFERENTIAL APTITUDE TESTS Numerical Ability (PC)	0	1	2	0	1	1	0	0	2	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	1	F F F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Mathematics (STS)	1	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	1	2	P G F F
EMPORIA JUNIOR HIGH SCHOOL ARITHMETIC TEST Test I (BEM)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
EMPORIA JUNIOR HIGH SCHOOL ARITHMETIC TEST Test II (BEM)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
ESSENTIAL MECHANICAL ARITHMETIC TEST (OB)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
ESSENTIAL PROBLEM ARITHMETIC TEST (OB)	0	1	2	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
FUNDAMENTAL ACHIEVEMENT SERIES Numerical (PC)	0	1	1	0	1	1	0	0	2	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	2	1	P F F P
FUNDAMENTAL ACHIEVEMENT SERIES Verbal + Numerical (PC)	0	1	0	0	1	1	0	0	2	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	0	2	0	1	2	0	1	0	0	2	0	1	3	1	P F F P
GRADED ARITHMETIC - MATHEMATICS TEST, DECIMAL CURRENCY EDITION (NFER)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Arithmetic Computation (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	3	1	P G F F
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Arithmetic Reasoning (SV)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Total Average (SV)	1	1	0	0	1	0	0	0	2	0	1	1	0	0	1	1	0	1	1	1	1	0	1	2	1	0	2	1	1	1	0	1	0	0	3	0	1	3	1	P F F F
GROUP ACHIEVEMENT TESTS - NIAGARA EDITION Arithmetic Computation (GCT)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	3	2	1	1	1	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Arithmetic Computation (GCT)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	2	0	1	0	0	P F F P
GROUP ACHIEVEMENT TEST - REVISED EDITION Arithmetic Reasoning (GCT)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Arithmetic Computation (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	1	1	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	2	1	3	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Addition Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Division Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Multiplication Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	2	1	3	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Subtraction Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	2	1	1	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Accuracy (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	1	1	0	1	P G F P
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Achievement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	3	1	3	1	P G F F
GROUP TEST OF SPEED AND ACCURACY IN ARITHMETIC COMPUTATION Total Test Speed (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	3	1	1	1	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GUILFORD-ZIMMERMAN APTITUDE SURVEY Numerical Operations (SPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Mathematics Problem Solving (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Mathematics Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Problem Solving (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Mathematics Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
JASTAK TEST Arithmetic (RC)	0	1	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	0	0	2	0	1	3	2	P F F F
JASTAK TEST Motivation Factor (RC)	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	3	2	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Addition (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Division (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Fractions (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	2	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Geometry and Symbols (AGS)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	1	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Mental Computation (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Money (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Multiplication (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Numerical Reasoning (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	2	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Subtraction (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Word Problems (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KUHLMANN-ANDERSON TEST - BOOKLET G Quantitative Score (PP)	0	1	1	1	0	0	1	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	0	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MATHEMATICAL AND TECHNICAL TEST Calculations (GH)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
MATHEMATICS ATTAINMENT TEST DE 1 (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	1	2	P F F P
MATHEMATICS ATTAINMENT TEST DE 2 (NFER)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	P F P P
MATHEMATICS ATTAINMENT TEST EF (NFER)	2	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MENTAL ABILITY, ADVANCED FORM 0 Numerical Reasoning (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	0	0	0	1	0	0	P G P P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Computation (HBJ)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Problem Solving (HBJ)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	F G G F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Total Mathematics (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P G G F
MINIMUM ESSENTIALS FOR MODERN MATHEMATICS (HETL)	0	1	2	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Operations: Decimals, Whole Numbers and Fractions (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Per Cents, Ratios and Reciprocals (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MODERN MATH DIAGNOSTIC TEST SHEETS (TPC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MODERN MATHEMATICS SUPPLEMENT TO THE IOWA TESTS OF BASIC SKILLS, MATHEMATICS CONCEPTS (HMC)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	F G F F
MULTIPLE APTITUDE TESTS Numerical Reasoning Arithmetic Computation (CTB)	0	1	2	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Numerical Reasoning Arithmetic Reasoning (CTB)	0	1	2	0	1	1	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Numerical Reasoning Total Test (CTB)	0	1	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	1	3	0	1	1	2	P G G F
MULTIPLE APTITUDE TESTS Scholastic Potential (CTB)	0	1	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	2	3	0	1	0	2	P G F F
NATIONAL ACHIEVEMENT TESTS Arithmetic Test (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS Arithmetic Test Fundamentals (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Arithmetic Test Reasoning (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	P F F P
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in Mathematics (PA)	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	1	P F F P
NORMAL BATTERY Computation (NIPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	2	2	P F F P
PEABODY INDIVIDUAL ACHIEVEMENT TEST Mathematics (AGS)	2	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	0	1	3	2	P F F P
PERSONNEL CLASSIFICATION TEST Numerical (PC)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Addition of Decimals Addition with Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Addition of Decimals Addition without Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS- PURPLE LEVEL Addition of Fractions Addition with Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Addition of Fractions Addition without Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Addition of Fractions Preoperational Concepts (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Division of Decimals Tenths, Hundreds (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Division of Decimals Tenths, Hundreds, Whole, Mixed (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Division of Fractions Mixed Fractions (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Division of Fractions Proper Fractions (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Temperature and Money (CTB)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Missing Addends and Factors (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Multiplication of Decimal Numbers Multiplication Involving Fractions and Numbers (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Multiplication of Decimals Multiplication Involving Whole Numbers (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Multiplication of Fractions (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Operations with Whole Numbers Addition and Subtraction (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Operations with Whole Numbers Division (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCTIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Operations with Whole Numbers Multiplication (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Subtraction of Decimals (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Subtraction of Fractions Subtraction with Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Subtraction of Fractions Subtraction without Regrouping (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE TEACHING SERIES Math Skills (PEI)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Number Facility (SRA)	0	1	1	0	1	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	1	0	0	1	3	2	P G F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Arithmetic Computation (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P G F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Computation (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Arithmetic Reasoning (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	2	P F F P
PUBLIC SCHOOL ACHIEVEMENT TESTS Total (BMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	2	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Addition Combinations (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Division Combinations (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Addition (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Division (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	2	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Long Division (Easy Steps) (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Long Division (Harder Steps) (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Mental Arithmetic (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication (8a) (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Multiplication (8b) (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Graded Subtraction (OB)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	3	0	0	0	0	P F F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Miscellaneous Combinations (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Multiplication Combinations (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P P F P
SCHONELL DIAGNOSTIC ARITHMETIC TESTS Subtraction Combinations (OB)	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	2	1	1	2	1	0	2	0	1	1	0	0	0	0	0	0	P P F P
SCHOOL AND COLLEGE ABILITY TESTS - SERIES II, LEVEL 3 Mathematics (ETS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P F F F
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Mathematics Computation (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	F G F G
SOUTHEND ATTAINMENT TEST IN MECHANICAL ARITHMETIC (GH)	0	0	2	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Computation (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	2	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Concepts (SRA)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Mathematics Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P G F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematics Computation (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematics Concepts (SRA)	2	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Mathematics Total (SRA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P G F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SRA HIGH SCHOOL PLACEMENT TEST Arithmetic (SRA)	0	1	2	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
STAFFORDSHIRE TEST OF COMPUTATION (GH)	0	1	2	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	0	2	1	1	1	0	0	1	0	1	1	0	0	0	0	1	2	P P F P
STANFORD ACHIEVEMENT TEST: ADVANCED Basic Battery (HBJ)	1	1	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Complete Battery (HBJ)	1	1	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Mathematics Applications (HBJ)	1	0	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	1	2	P G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Mathematics Computation (HBJ)	1	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
STANFORD ACHIEVEMENT TEST: ADVANCED Total Mathematics (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions Computation (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	2	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions Total (HBJ)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	3	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Common Fractions Understanding (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	0	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers Addition and Subtraction (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	0	0	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers Division (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	0	0	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers Multiplication (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	0	0	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Computation with Whole Numbers Total (HBJ)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	0	1	1	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals Number System and Operations (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	0	2	1	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals Total (HBJ)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	3	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Decimal Fractions and Per Cent (HBJ)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	0	3	1	P F G P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts Addition (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts Carrying (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts Division (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts Multiplication (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STANFORD DIAGNOSTIC ARITHMETIC TEST Number Facts Subtraction (HBJ)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STANFORD TEST OF ACADEMIC SKILLS - LEVEL 1 Mathematics (HBJ)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	2	2	P F F F
SURVEY OF ARITHMETIC ACHIEVEMENT: JUNIOR HIGH LEVEL (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	2	1	3	2	P G F F
SURVEY TEST OF ALGEBRAIC APTITUDE (CTB)	0	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	3	0	3	0	1	1	2	P F G P
SURVEY TEST OF ARITHMETIC FUNDAMENTALS Decimals and Percentage (OISE)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P G F P
SURVEY TEST OF ARITHMETIC FUNDAMENTALS Fractions (OISE)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
SURVEY TEST OF ARITHMETIC FUNDAMENTALS Total (OISE)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY TEST OF ARITHMETIC FUNDAMENTALS Whole Numbers (OISE)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
TEST FOR HIGH SCHOOL ENTRANTS Arithmetic Reasoning and Computation (PA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	2	1	P F G P
TEST OF GENERAL ABILITY, LEVEL 4 Numerical (GTA)	1	1	1	0	0	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	3	0	1	3	1	P G F F
TESTS OF ACHIEVEMENT IN BASIC SKILLS, LEVEL C Mathematics Arithmetic Skills (EITS)	2	1	2	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	F G G P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, LEVEL C Mathematics Total (EITS)	2	0	1	1	1	0	0	0	2	2	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	0	2	1	1	3	0	3	2	0	0	0	F G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
TURSE CLERICAL APTITUDES TEST Learning Ability Score (HBJ)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
TURSE CLERICAL APTITUDES TEST Number Skills (HBJ)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Arithmetic (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	1	0	1	1	2	P F P P
WIDE RANGE ACHIEVEMENT TEST - LEVEL II Arithmetic (GAD)	0	0	1	0	0	0	0	0	2	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	3	2	1	0	0	P F F P
30B. Number Concepts, Systems, and Sets																																								
CONTEMPORARY MATHEMATICS TEST Junior High Level (CTB)	2	1	1	1	1	0	0	0	2	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	2	1	3	2	F G F G
COOPERATIVE MATHEMATICS TESTS Structure of the Number System (ETS)	1	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	F G F F
KEYMATH DIAGNOSTIC ARITHMETIC TEST Numeration (AGS)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	1	0	0	0	0	P F P P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Mathematics Concepts (HBJ)	2	1	0	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 General Information About "Numbers" (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 General Problems (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 8 Total Test (AGS)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P
NUMBER TEST DE (NFER)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	3	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Inequalities and Number Theory (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Numerical Systems Place Value (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Numeration Systems Roman Numerals (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Operations with Negative Integers (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Per Cent (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Rounded Numbers (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Sets (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
STANFORD ACHIEVEMENT TESTS: ADVANCED Mathematics Concepts (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
STANFORD DIAGNOSTIC ARITHMETIC TEST Concepts of Numbers and Numerals Decimal Place Value (HBJ)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	0	1	1	P F G P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, LEVEL C Mathematics Modern Concepts (EITS)	2	1	[illegible]	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	P G G P
30C. Measurement																																								
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC Practical Measurements (BMC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
CANADIAN MATHEMATICS ACHIEVEMENT TEST Measurement (GCT)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
DIAGNOSTIC TESTS AND SELF-HELPS IN ARITHMETIC Operations with Measures (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Measurement (AGS)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
KEYMATH DIAGNOSTIC ARITHMETIC TEST Time (AGS)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Measures and Measurements (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Clock and Calendar (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Linear Measure (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Liquid Measures (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Metric Geometry (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Measurement Weight (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
SURVEY TEST OF ARITHMETIC FUNDAMENTALS Measurement (OISE)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
31. APPLIED MATHEMATICS																																											
31A. Business and Consumer Mathematics																																											
TEST FOR ABILITY TO SELL Selling Problems	(CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
31B. Industrial and Vocational Mathematics																																											
31C. Computer Programming																																											
31D. Computer Theory and Practice																																											
32. ALGEBRA																																											
ALGEBRA SURVEY TEST - SECOND SEMESTER Total	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	0	0	1	2	1	0	1	0	1	2	0	1	2	0	0	0	1	0	0	P P F P
CONTEMPORARY MATHEMATICS TEST Algebra	(CTB)	2	1	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
CONTENT EVALUATION SERIES: MODERN ALGEBRA TEST	(HMC)	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	2	P F G P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Total Test	(AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
VOTAW ALGEBRA TEST	(SV)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
32A. Algebraic Skills and Concepts																																											
ALGEBRA READINESS TEST General Numbers	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Algebraic Concepts	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Changing Algebraic Expressions	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Factoring	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Formulas and Graphs	(BMC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
ALGEBRA SURVEY TEST - FIRST SEMESTER Total (BMC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	0	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Algebraic Concepts (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Algebraic Processes (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Fractions (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
COOPERATIVE MATHEMATICS TESTS Algebra I (ETS)	1	1	1	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F
ERB MODERN MATHEMATICS TEST Part II (ERB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
IOWA ALGEBRA APTITUDE TEST, 3RD EDITION (BMC)	1	0	1	0	1	0	0	1	2	2	1	2	0	1	1	[illegible]	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	F F F F
JUNIOR HIGH SCHOOL MATHEMATICS TEST Problems (PA)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Operations with Polynomials and Rational Expressions (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
ORLEANS-HANNA ALGEBRA PROGNOSIS TEST (HBJ)	1	1	2	1	1	0	0	1	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	0	0	1	3	2	P G F P
SRA HIGH SCHOOL PLACEMENT TEST Modern Mathematics (SRA)	0	1	0	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
32B. Real and Complex Number Systems																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Properties of the Number Systems (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Properties Communitative, Associative, Distributive (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Properties Identity Element, Inverse Relationships (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
32C. Equations and Inequalities																																								
ALGEBRA SURVEY TEST - FIRST SEMESTER Deriving Equations (RMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - FIRST SEMESTER Solving Equations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
ALGEBRA SURVEY TEST - SECOND SEMESTER Problems (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
ALGEBRA SURVEY TEST - SECOND SEMESTER Solving Equations (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Equations and Inequalities (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Problem Solving (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 8 Algebra (AGS)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
32D. Exponents, Radicals, Logarithms, and Functions																																								
ALGEBRA SURVEY TEST - SECOND SEMESTER Functional Relationships (BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	0	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Relations, Functions, and Graphs (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
32E. Linear Algebra																																								
33. GEOMETRY																																								
33A. Informal Geometry																																								
CALIFORNIA ALGEBRA APTITUDE TEST Formulas (AGS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR HIGH SCHOOL MATHEMATICS TEST Concepts (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
JUNIOR HIGH SCHOOL MATHEMATICS TEST Total (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	0	0	0	0	1	0	1	0	0	3	0	1	0	0	P F P P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Geometry (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 8 Geometry (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Non-Metric Geometry Angles and Triangles (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Non-Metric Geometry Plane Figures (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL / TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS												ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Non-Metric Geometry Points, Lines, Rays (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Non-Metric Geometry Proportion, Symmetry, Coordinates (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Non-Metric Geometry Solid Figures (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
TESTS OF ACHIEVEMENT IN BASIC SKILLS, LEVEL C Mathematics Geometry - Measurement - Application (EITS)	2	0	1	1	1	0	0	0	0	1	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	1	1	3	0	0	0	0	0	0	P G G P
33B. The Nature of Proof in Mathematics																																								
33C. Euclidean Plane Geometry																																								
33D. Coordinate Plane Geometry																																								
33E. Solid Geometry																																								
34. TRIGONOMETRY																																								
34A. Trigonometric Ratios																																								
34B. Coordinate Trigonometry																																								
34C. Trigonometric Formulas and Identities																																								
34D. Trigonometric Circular Functions																																								
35. PROBABILITY AND STATISTICS																																								
35A. Organizing and Presenting Statistical Data																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 7 Statistics and Graphs (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Mathematics Grade 8 Statistics and Graphs (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
35B. *Descriptive Statistics*																																								
PRESCRIPTIVE MATHEMATICS INVENTORY INTERIM EVALUATION TESTS - PURPLE LEVEL Operations with Whole Numbers Number Sequences and Statistics (CTB)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
35C. *Probability Concepts and Distributions*																																								
35D. *Statistical Inference*																																								
36. *ADVANCED MATHEMATICS*																																								
36A. *Analysis and Elementary Functions*																																								
36B. *Analytic Geometry*																																								
36C. *Calculus*																																								
MUSIC																																								
37. *KNOWLEDGE OF MUSIC*																																								
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P G G F
37A. *Nature and Scope of Music*																																								
37B. *Elements and Media of Music*																																								
DRAKE MUSICAL APTITUDE TESTS Rhythm (SRA)	0	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	0	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Composite (BERS)	1	0	2	0	1	1	0	1	1	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	F F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	1	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	F F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	1	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	GFP
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Total (BERS)	1	0	2	0	1	1	0	1	1	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	F F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	F F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	0	0	1	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	0	0	1	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	1	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	3	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Composite (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 2 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Composite (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-2	0-3	0-1	0-3	0-2	G F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	1	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	1	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 3 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	1	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Composite (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Notational Understanding n (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 4 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Composite (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	P F F F
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 5 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Composite (BERS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	1	1	1	0	1	2	0	3	0	1	0	2	P F F P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Rhythmic Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Notational Understanding (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P G G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Reading Recognition (BERS)	1	0	2	0	1	1	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 6 Tonal Concepts Total (BERS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	0	2	P F G P
KNUTH ACHIEVEMENT TESTS IN MUSIC: RECOGNITION OF RHYTHM AND MELODY, DIVISION 3 (CARA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	0	2	0	1	1	0	0	2	0	1	1	P G F P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Imagery (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Imagery (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-RUCH TEST OF MUSICAL ACCOMPLISHMENT (BERS)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	3	1	P F F P

SECONDARY GOAL
TEST NAME

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Subtest A (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Subtest B (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Auditory-Visual Discrimination Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Feeling for Tonal Center (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Major-Minor Mode Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 2 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	2	P G G F
MUSIC ACHIEVEMENT TESTS - TEST 3 Instrument Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Pitch Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Tonal Memory (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	3	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 3 Total (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	3	2	P G G F
MUSIC ACHIEVEMENT TESTS - TEST 4 Auditory-Visual Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
SNYDER KNUTH MUSIC ACHIEVEMENT TEST (CARA)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P P P P
37C. Structure and Organization of Music																																								
DRAKE MUSICAL APTITUDE TESTS Musical Memory (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	1	1	1	0	1	2	0	0	0	1	3	2	P F G P
IOWA TESTS OF MUSIC LITERACY, LEVEL 1 Rhythmic Concepts Aural Perception (BERS)	1	0	2	0	1	1	0	1	1	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	0	2	P F G P
KWALWASSER-DYKEMA MUSIC TESTS Melodic Taste (CF)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P P F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Movement (CF)	0	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Interval Discrimination (PEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	C-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Meter Discrimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	1	P F G P
MUSIC ACHIEVEMENT TESTS - TEST 1 Total (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	2	2	P F G F
MUSIC ACHIEVEMENT TESTS - TEST 3 Melody Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Cadence Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Subtest B (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P G G P
MUSICAL APTITUDE PROFILE Composite (HMC)	2	0	1	0	1	1	0	1	2	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	0	2	1	1	0	0	1	1	0	3	0	1	3	2	F F F F
MUSICAL APTITUDE PROFILE Musical Sensitivity Balance (HMC)	2	0	1	0	1	0	0	0	1	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Phrasing (HMC)	2	0	1	0	1	1	0	0	1	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Style (HMC)	2	0	1	0	1	0	0	0	2	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Musical Sensitivity Total (HMC)	2	0	1	0	1	1	0	1	2	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	2	0	1	3	2	F F F F
MUSICAL APTITUDE PROFILE Tonal Imagery Harmony (HMC)	2	0	2	0	1	1	0	0	1	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Tonal Imagery Melody (HMC)	2	0	2	0	1	0	0	0	2	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	P F G P
MUSICAL APTITUDE PROFILE Tonal Imagery Total (HMC)	2	0	2	0	1	1	0	1	2	0	1	2	0	1	0	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	2	0	1	3	2	F F F F
37D. Knowledge of Musical Works																																								
MUSIC ACHIEVEMENT TESTS - TEST 4 Musical Style Subtest A (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	2	2	P G G P
37E. Analysis of Musical Works																																								
38. PRODUCTION OF MUSIC																																								
38A. Vocal Performing Skills in Music																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
38B. Instrumental Performing Skills in Music																																								
WATKINS-FARNUM PERFORMANCE SCALE B-flat Cornet; Baritone (treble clef) (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Flute (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE French Horn (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Saxophone, Oboe (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Snare Drum (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Soprano, Clarinet, Alto Clarinet and Bass Clarinet (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Trombone, Baritone (bass clef), Bassoon (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
WATKINS-FARNUM PERFORMANCE SCALE Tuba (HLM)	1	1	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	3	0	0	0	1	0	0	P F F P
38C. Compositional Skills in Music																																								
39. RESPONSE TO MUSIC																																								
39A. Personal Response to Music																																								
WHAT I LIKE TO DO Music (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	0	0	P G G P
39B. Judgmental Response to Music																																								
PERSONALITY CHARACTERISTICS																																								
40. TEMPERAMENT																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Multiple Themes (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Omissions (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Questionable (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Sexual (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Unclassified (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BUTTONS Content Score (WPS)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	1	0	0	0	1	0	0	P P F P
BUTTONS Initial Score (WPS)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
BUTTONS Total Score (WPS)	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Social Maladjustment (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JESNESS INVENTORY Value Orientation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	2	2	P F F P
McGUIRE SAFE DRIVER SCALE (WPS)	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
MINNESOTA RATING SCALE FOR PERSONAL QUALITIES AND ABILITIES (UMP)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P G P P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Independence (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
40A. Emotional Security																																								
ASSOCIATION ADJUSTMENT INVENTORY Anxious - Relaxed (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Block Score (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Depressed - Optimistic (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY General Scoring Key (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Hysteric - Non-Hysteric (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Juvenility (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
ASSOCIATION ADJUSTMENT INVENTORY Psychosomapathic - Physical Contentment (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Psychotic Responses (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
ASSOCIATION ADJUSTMENT INVENTORY Schizophrenic - Objective (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	[illegible]	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Neurological (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Neurological (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BURKS' BEHAVIOR RATING SCALES Excessive Anxiety (AP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Suffering (AP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Anger Control (AP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Impulse Control (AP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Reality Contact (AP)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Self-Control (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	2	0	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Sense of Well-Being (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Nervous Symptoms (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Withdrawing Tendencies (CTB)	1	0	0	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Nervous Symptoms (CTB)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Attention Seeking (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cheerfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Depression (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Emotional Passivity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Hyperactivity (ESS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Hypersensitivity (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Irritability (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Self-Consciousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Tenseness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Worrier (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
DEPRESSION ADJECTIVE CHECKLIST (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EGO STRENGTH Q-SORT TEST Good Mental Health (PA)	2	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
EGO STRENGTH Q-SORT TEST Physical Status (PA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
EGO STRENGTH Q-SORT TEST Total Ego Strength (PA)	2	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FIVE TASK TEST Emotionality Score (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FIVE TASK TEST Projective Cut-Out Task (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Anxiety-Tension-Stress (WPS)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Depressive-Defeatist Thoughts and Feelings (WPS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Total (WPS)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Tension Reduction Quotient (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Total (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HAND TEST Bizarre (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Crippled (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Failure (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Fear (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST High Minus Low Score (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Maladjustive (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Pathological (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Tension (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Withdrawal (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HOW-I-FEEL QUESTIONNAIRE (STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN) Staic A-State (CPP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
HOW-I-FEEL QUESTIONNAIRE (STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN) Staic A-Trait (CPP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Emotions (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
IPAT 8-FORM BATTERY Average Item Score (IPAT)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
IPAT 8-FORM BATTERY Sum of Subtest Scores (IPAT)	2	0	1	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Observer Anger Control vs. Hypersensitivity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Calmness vs. Anxiousness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Enthusiasm vs. Depression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-appraisal Anger Control vs. Hypersensitivity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Calmness vs. Anxiousness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Enthusiasm vs. Depression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Withdrawal (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism (EITS)	1	1	2	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	2	2	0	0	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feeling vs. Emotionally Stable (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
KENT-ROSANOFF FREE ASSOCIATION TEST (CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
MAUDSLEY PERSONALITY INVENTORY Neuroticism (EITS)	1	1	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
MICHIGAN PICTURE TEST Combined Maladjustment Index (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Direction of Forces (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Popular Objects (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Psychosexual Level (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Tension Index (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Working Conditions (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST J Health and Physical Development (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
MOONEY PROBLEM CHECK LIST J Money, Work, the Future (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
MOONEY PROBLEM CHECK LIST J Self-Centered Concerns (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism (NFER)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Composite Anxiety Score (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Susceptibility to Annoyance (Common Annoyances) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Susceptibility to Embarrassment (Embarrassing Circumstances) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL AUDIT - FORM SS Stability - Instability (SRA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONAL AUDIT - FORM SS Tranquility - Irritability (SRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONALITY INVENTORY Introversion - Extroversion (CPP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY INVENTORY Neurotic Tendency (CPP)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Disposition (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Nervous - Calmness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Anxiety (CRT)	2	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Socio-Emotional State (CP)	1	0	1	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM I Affective (IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM W Affective (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Tendency Toward Depression (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Total Emotional Adjustment (SRA)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Fear, Escape (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Pugnancy - Sadism (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SOCIAL ADJUSTMENT INVENTORY (RCTU)	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STATE-TRAIT ANXIETY INVENTORY (SELF EVALUATION QUESTIONNAIRE) A-State (CPP)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
STATE TRAIT ANXIETY INVENTORY (SELF EVALUATION QUESTIONNAIRE) A-Trait (CPP)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
STS YOUTH INVENTORY About Myself (STS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Attitude Scale (PPI)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Depressive (PPI)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Nervous (PPI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Subjective (PPI)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TELLING WHAT I DO (DETROIT ADJUSTMENT INVENTORY) (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Anxiety (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Phlegmatic vs. Excitable (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Relaxed vs. Tense (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
40B. Realistic Responsibility																																								
ASSOCIATION ADJUSTMENT INVENTORY Rigid - Flexible (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Communality (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Flexibility (CPP)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Responsibility (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Community Relations (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Conscientiousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Daydreaming (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Distractability (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Impulsiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Methodicalness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Over-Carefulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Compulsive-Obsessive-Rigid Behavior (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GETTING ALONG Getting Along with One's Self (BC)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
HAND TEST Average Initial Reaction Time (WPS)	1	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
HAND TEST Number of Responses (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
GROUP PERSONALITY PROJECTIVE TEST Withdrawal (PTS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Insight vs. Unawareness and Indecisiveness (CPP)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Insight vs. Unawareness and Indecisiveness (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Disregards Rules vs. Conscientiousness (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Uncontrolled vs. Controlled (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Responsibility in Home (NFER)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	P F P P
MICHIGAN PICTURE TEST Verb Tense (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Security (VRP)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
PERSONAL ADJUSTMENT INVENTORY Daydreaming Subscale (ASP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	2	0	0	1	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONALITY RATING SCALE Dependability	(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Neatness	(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Punctuality	(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM i Reverie	(IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Reverie	(IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
STS YOUTH INVENTORY Things in General	(STS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Self-Disciplined	(PPI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
40C. Inquiring Boldness																																									
ASSOCIATION ADJUSTMENT INVENTORY Impulsive - Restrained	(MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Boy) Depression	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Boy) Inconsequence	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Boy) Ovract	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Boy) Unract	(EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Girl) Depression	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Girl) Inconsequence	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Girl) Overact	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Girl) Unract	(EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BURKS'BEHAVIOR RATING SCALES Poor Intellectuality	(AP)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
CALIFORNIA PSYCHOLOGICAL INVENTORY Capacity for Status (CPP)	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Psychological-Mindedness (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Decisiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Fatigue (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Inquisitiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Intellectual Passivity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Rapid Response (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Resourcefulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Rigidity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Slow-Tempo (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
HAND TEST Acquisition (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Active (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Description (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Environmental (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Passive (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
JESNESS INVENTORY Immaturity (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JIM SCALE: STUDENT QUESTIONNAIRE (OSU)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	0	0	1	0	1	0	0	1	0	0	P F P P
JUNIOR EYSENCK PERSONALITY INVENTORY Lie Scale (EITS)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	1	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Sober vs. Enthusiastic (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Tough-Minded vs. Tender-Minded (IPAT)	1	0	0	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Freedom of Movement (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Activity (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Creativity (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE TCT Score (VPR)	2	0	1	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Variety (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Acceptance of Good Aphorisms (Wise Statements) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Emotionality of Comment (What is Your Comment?) (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONALITY RATING SCALE Intelligence (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Pep (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Active-Social (PPI)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Passivity (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONAIRE) Extraversion (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Shy vs. Venturesome (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Sober vs. Happy-Go-Lucky (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Tough-Minded vs. Tender-Minded (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
40D. Productive Self-Assertion																																								

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Boy) Unforthcomingness (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School-(Girl) Unforthcomingness (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BURKS' BEHAVIOR RATING SCALES Excessive Dependency (AP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Resistance (AP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Sense of Identity (AP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Achievement via Conformance (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Achievement via Independence (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Dominance (CPP)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Femininity (CPP)	1	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Socialization (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Self Reliance (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Social Skills (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Self-Reliance (ESS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Assertiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Conformity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Dependence (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Dominance (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Independence (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Leadership (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Submissiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Verbal Expressiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Withdrawal (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
FIRO-B Control Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Control Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Neuroticism (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
HAND TEST Acting-Out Ratio (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Agression (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Dependence (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Direction (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Exhibition (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Experience Ratio (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Interpersonal (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Conformity vs. Non-conformity (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Effective Communication vs. Inarticulateness (CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECK LIST Observer Friendliness vs. Hostility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Independence vs. Dependence (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Conformity vs. Non-Conformity	(CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Effective Communication vs. Inarticulateness	(CPP)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Friendliness vs. Hostility	(CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Independence vs. Dependence	(CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Shy vs. Adventurous	(IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Undemonstrative vs. Excitable	(IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
LEADERSHIP ABILITY EVALUATION Autocratic - Aggressive	(WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
LEADERSHIP ABILITY EVALUATION Autocratic - Submissive	(WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
LEADERSHIP ABILITY EVALUATION Democratic - Cooperative	(WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
LEADERSHIP ABILITY EVALUATION Laissez-Faire	(WPS)	0	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
LEADERSHIP ABILITY EVALUATION Total	(WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Handling of Money	(NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Self-Direction (Total)	(NFER)	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	1	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Self-Help	(NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	P P P P
MAUDSLEY PERSONALITY INVENTORY Extraversion	(EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNARIE Authority	(VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Independence	(VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Responsibility	(VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
NEW JUNIOR MAUDSLEY INVENTORY Extroversion (NFER)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
PERSONAL AUDIT - FORM SS Firmness - Indecision (SRA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONALITY INVENTORY Dominance - Submission (CPP)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Boisterous - Quietness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Teacher Dependence (CP)	1	0	2	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
Q-TAGS TEST OF PERSONALITY - FORM 1 Effective (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Effective (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Aggressive Behavior (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Inhibitory Control (SRA)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Dominant (PPI)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Aggressiveness (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Competitiveness (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Total (MB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Expedient vs. Conscientious (IPAT)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Forthright vs. Shrewd (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Obedient vs. Assertive (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Tough Poise (IPAT)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
40E. Friendliness and Trust																																								

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P
ASSOCIATION ADJUSTMENT INVENTORY Paranoid - Naive (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Withdrawal (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Withdrawal (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Dances, Social Functions, etc. (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Excessive Withdrawal (AP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Good Impression (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Belligerence (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Distrustfulness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Generosity (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Gregariousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
DEMOS D-SCALE Influences by Peers and Parents (WPS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
EGO STRENGTH Q-SORT TEST Social Status (PA)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FIRO-B Affection Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Affection Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Inclusion Expressed Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-B Inclusion Wanted Behavior (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-F Affection Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
FIRO-F Affection Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FIRO-F Control Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-F Inclusion Expressed Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FIRO-F Inclusion Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Friendship-Socialization (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Affiliation (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Nurturance (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
GROUP PERSONALITY PROJECTIVE TEST Succorance (PTS)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	0	1	1	1	2	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
HAND TEST Affection (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
HAND TEST Communication (WPS)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Rapport vs. Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Rapport vs. Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Alienation (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JESNESS INVENTORY Denial (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Reserved vs. Warmhearted (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Sociably Group-Dependent vs. Self-Sufficient (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Zestful vs. Circumspect Individualism (IPAT)	1	0	0	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Peer (IOE)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MICHIGAN PICTURE TEST Interpersonal Relations (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Company Policies and Practices (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Co-Workers (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Supervision - Human Relations (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Supervision - Technical (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST J Relations to People in General (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Number of Friends Recalled (Friends) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
PERSONAL AUDIT - FORM SS Frankness - Evasion (SRA)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONALITY INVENTORY Self-Sufficiency (CPP)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY INVENTORY Sociability (CPP)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PERSONALITY RATING SCALE Sociability (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM 1 Social (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Social (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT Introversive - Extroversive (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Superego (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Expressive - Responsive (PPI)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Withdrawal (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Reserved vs. Warmhearted (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Vigorous vs. Circumspect (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE-HENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINI-STRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
40F. Sensitivity and Concern																																								
ASSOCIATION ADJUSTMENT INVENTORY Withdrawal - Sociable (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BURKS' BEHAVIOR RATING SCALES Excessive Aggressiveness (AP)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Intellectual Efficiency (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Tolerance (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CLASSROOM BEHAVIOR INVENTORY Active Helpfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cooperativeness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Cruelty (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Kindness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
JESNESS INVENTORY Manifest Aggression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Social Service (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Critical Severity vs. Indulgent Standards (Real Life Judgments) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL AUDIT - FORM SS Tolerance - Intolerance (SRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PERSONALITY RATING SCALE Cooperation (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Generosity (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Patience (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Thoughtfulness (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM i Hostility (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
Q-TAGS TEST OF PERSONALITY - FORM w Hostility (IPR)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Protectiveness (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Hostile (PPI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Sympathetic (PPI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
41. ATTITUDINAL FACTORS OF ACHIEVEMENT																																								
ROHDE SENTENCE COMPLETION (WPS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
41A. Self-Concept																																								
BURKS' BEHAVIOR RATING SCALES Excessive Self Blame (AP)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Ego Strength (AP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Self-Acceptance (CPP)	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Sociability (CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Feeling of Belonging (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Personal Adjustment (CTB)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
CALIFORNIA TEST OF PERSSONALITY: ELEMENTARY Sense of Personal Freedom (CTB)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Sense of Personal Worth (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Total Adjustment (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Feeling of Belonging (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Personal Adjustment (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Sense of Personal Freedom (CTB)	1	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Sense of Personal Worth (CTB)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Total Adjustment (CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Withdrawing Tendencies (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Boastfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Low Self Esteem (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Self Confidence (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
EGO STRENGTH Q-SORT TEST Ego Status (PA)	2	0	2	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
FIRO-F Control Wanted Feeling (CPP)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Goal: Religious-Philosophical (WPS)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
FORTY-EIGHT ITEM COUNSELING EVALUATION TEST: REVISED Inadequacy: Feelings and Behavior (WPS)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Personal Satisfaction (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Academic Adequacy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Autonomy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Body-Build (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
HOW I SEE MYSELF SCALE - SECONDARY FORM Boys - Social (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Girls - Social (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Interpersonal Adequacy (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTION:				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
TEST NAME	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Peer (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G P P
HOW I SEE MYSELF SCALE - SECONDARY FORM Physical Adequacy (FERDC)	0	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Physical Appearance (FERDC)	0	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
JESNESS INVENTORY Autism (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JESNESS INVENTORY Repression (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	1	2	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Self-Assured vs. Apprehensive (IPAT)	1	0	1	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
K D PRONENESS CHECK LIST (WPS)	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	[illegible]	0	0	0	0	0	0	P P F P
K D PRONENESS SCALE (WPS)	1	0	1	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	0	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Family (IOE)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY General (IOE)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Total Test (ICE)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF CONCEPT - WHAT WOULD YOU DO? (IOE)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MICHIGAN PICTURE TEST Personal Pronouns (SRA)	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
MINNESOTA IMPORTANCE QUESTIONNAIRE Social Status (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Honesty in Admitting Common Frailties (Do You Sometimes.....?) (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
OBJECTIVE-ANALYTIC ANXIETY BATTERY Modesty in Assuming Skill in Untried Performance (Survey of Experience and Skills (IPAT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERSONAL ADJUSTMENT INVENTORY Personal Inferiority Subscale (AsP)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	2	0	0	1	0	0	0	1	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PERSONAL ADJUSTMENT INVENTORY Total (AsP)	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	2	0	0	1	0	0	0	1	0	0	P F P P
PERSONALITY INVENTORY Self-Confidence (CPP)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	2	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Happiness and Satisfaction (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Intellectual and Social Status (CRT)	2	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Physical Appearance and Attributes (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Narcism (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Self-Sentiment (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SELF-CONCEPT ADJECTIVE CHECKLIST (PEP)	0	1	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Role Expectations (POM)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A General Self (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Home-Parents (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Lie Scale (SC)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A School-Academic (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Social Self-Peers (SC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM A Total (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF-ESTEEM INVENTORY - FORM B (SC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SELF VALUATION TEST (JPB)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY About Myself (STS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STUDY ATTITUDES AND METHODS SURVEY Study Anxiety (ETS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	[illegible]	0	1	1	0	0	0	1	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Behavior (CRT)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Column Total (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Distribution (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Family Self (CRT)	1	0	1	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Identity (CRT)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Moral-Ethical Self (CRT)	1	0	1	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Personal Scale (CRT)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Physical Self (CRT)	1	0	1	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Row Total V (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Self Criticism (CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Self Satisfaction (CRT)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Social Self (CRT)	1	0	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Total P (CRT)	1	1	2	0	1	0	0	1	1	0	1	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
TENNESSEE SELF CONCEPT SCALE Total Variability (CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F F P
WAHLER SELF-DESCRIPTION INVENTORY Favorable Scale (WPS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
WAHLER SELF-DESCRIPTION INVENTORY Unfavorable Scale (WPS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Affected by Feelings vs. Emotionally Stable (IPAT)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Self-Assured vs. Apprehensive (IPAT)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
41B. Achievement Motivation																																								
BURKS' BEHAVIOR RATING SCALES Poor Attention (AP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Aspiration "D" Score (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Clinical "D" Score (WPS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST First Goal Score (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F F P
CASSEL GROUP LEVEL OF ASPIRATION TEST Hausmann Score (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Level of Aspiration Quotient (LAQ) (WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	1	0	0	0	1	0	0	P F F P
CLASSROOM BEHAVIOR INVENTORY Academic Seriousness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	1	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Achievement Orientation (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Attentiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Competitiveness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Concentration (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Perseverance (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Work Fluctuation (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
EGO STRENGTH Q-SORT TEST Goal Setting and Striving (DA)	2	1	2	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P P P P
HALL OCCUPATIONAL ORIENTATION INVENTORY Esteem (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
JESNESS BEHAVIOR CHECKLIST Observer Responsibility vs. Irresponsibility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Responsibility vs. Irresponsibility (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Obedient vs. Assertive (IPAT)	1	0	0	0	1	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MEASURES OF SELF-CONCEPT - CHOOSE A JOB INVENTORY (IOE)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Ability Utilization (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Achievement (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Advancement (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Compensation (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Recognition (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Level of Interests (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Interests (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Persistence (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Time Perspective (CTB)	2	0	1	0	0	0	0	0	0	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Academic Motivation and Performance (CP)	1	0	2	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
PURPOSE IN LIFE TEST (PA)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM 1 Assertive (IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM w Assertive (IPR)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	1	0	0	P F F P
RATING SCALE FOR PUPIL ADJUSTMENT School Achievement (SRA)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Assertiveness (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Achievement Investment (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Goal Achievement Needs (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Self-Adequacy (POM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
STS JUNIOR INVENTORY Things in General (STS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
STS YOUTH INVENTORY After High School (STS)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	[illegible]	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDENT EVALUATION SCALE (SES) Educational Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDENT EVALUATION SCALE (SES) Total Student Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDY ATTITUDES AND METHODS SURVEY Academic Drive-Conformity (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Delay Avoidance (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
WORK VALUES INVENTORY Achievement (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
41C. School Orientation																																								
ADOLESCENT ALIENATION INDEX (M)	1	1	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA STUDY METHODS SURVEY Attitudes Toward School (CTB)	0	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	1	0	1	0	1	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY School Relations (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE School Relations (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Academic Interest (ESS)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Compliance (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Enthusiasm (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CLASSROOM BEHAVIOR INVENTORY Friendliness to Teacher (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Inappropriate Talkativeness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
DEMOS D SCALE Attitudes Toward Education (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D SCALE Attitudes Towards Teachers (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D SCALE School Behavior (WPS)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
DEMOS D SCALE Total (WPS)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My Favorite School Subjects (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My School Plans (STS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
HOW I SEE MYSELF SCALE - SECONDARY FORM Teacher-School (FERDC)	0	1	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	1	0	2	0	0	0	0	0	0	1	0	0	P G F P
MEASURES OF SELF CONCEPT - SELF APPRAISAL INVENTORY Scholastic (IOE)	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MINNESOTA SCHOOL AFFECT ASSESSMENT (CSB)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P G P P
MOONEY PROBLEM CHECK LIST J School (PC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
PICTOGRAPHIC SELF-RATING SCALE (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Grades in Major Subjects (HBJ)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SCHOOL INTEREST INVENTORY (HMC)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P F F P
SCHOOL MORALE SCALE Administration, Regulations, Staff (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE Community Support and Parental Involvement (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
SCHOOL MORALE SCALE General Feelings About School (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	1	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SCHOOL MORALE SCALE Instruction and Instructional Materials (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MORALE SCALE Other Students (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	1	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P/G F P
SCHOOL MORALE SCALE School Plant (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MORALE SCALE Teacher-Student Relationships (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	1	0	0	0	0	P F F P
SCHOOL MORALE SCALE Total (LSW)	0	0	2	0	1	1	0	1	1	0	1	2	0	1	1	1	1	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Sentiment to School (IPAT)	0	1	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY About Me and My School (STS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
STS YOUTH INVENTORY My School (STS)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
STUDY ATTITUDES AND METHODS SURVEY Academic Interest-Love of Learning (EITS)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY ATTITUDES AND METHODS SURVEY Alienation Toward Authority (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
STUDY SKILLS SURVEYS Study Motivation Survey (ESM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
SURVEY OF STUDY HABITS AND ATTITUDES Education Acceptance (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Study Attitudes (PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Study Orientation (PC)	1	1	1	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
SURVEY OF STUDY HABITS AND ATTITUDES Teacher Approval (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
WHAT YOU DO AND WHAT YOU THINK (CHILDREN'S PERSONALITY QUESTIONNAIRE) Casual vs. Controlled (IPAT)	1	0	1	0	1	0	0	0	0	0	0	[illegible]	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
42. SOCIAL BEHAVIOR																																								
VINELAND SOCIAL MATURITY SCALE (AGS)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	P P P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
42A. Interpersonal Relationships																																									
ASSOCIATION ADJUSTMENT INVENTORY Sociopathic - Empathetic	(MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	1	0	0	1	0	0	0	1	0	0	P G P P
BURKS' BEHAVIOR RATING SCALES Excessive Sense of Persecution	(AP)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Social Presence	(CPP)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	2	P F F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Anti-Social Tendencies	(CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Family Relations	(CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Social Adjustment	(CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Anti-Social Tendencies	(CTB)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Community Relations	(CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Family Relations	(CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Adjustment	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Skills	(CTB)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Argumentativeness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Asocial	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Quarrelsomeness	(ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Resentfulness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
ELIAS FAMILY OPINION SURVEY Attitudes Toward Father	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Attitudes Toward Mother	(PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P

SECONDARY GOAL

TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
ELIAS FAMILY OPINION SURVEY Family Inferiority-Superiority (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Father-Mother Attitude Quotient (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Interparental Friction-Harmony (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Oedipal (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Parent-Child Friction-Harmony (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Parental Qualities (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Rejection of Child (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Struggle for Independence (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P P F P
ELIAS FAMILY OPINION SURVEY Total (PA)	2	0	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	1	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
GETTING ALONG Getting Along with Others (TL)	1	0	2	0	0	0	0	0	1	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GETTING ALONG Total (TL)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	2	0	1	3	1	P F F P
JESNESS BEHAVIOR CHECKLIST Observer Sociability vs. Poor Peer Relations (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Sociability vs. Poor Peer Relations (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS INVENTORY Social Anxiety (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	0	0	0	1	3	2	P F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Extraversion (EITS)	1	0	2	0	1	1	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	2	0	1	0	1	1	0	0	0	0	P F F P
MANCHESTER SCALES OF SOCIAL ADAPTATION Socialization of Play/Leisure (NFER)	0	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	P F P P
MEASURES OF SELF-CONCEPT - PARENTAL APPROVAL INDEX (IOE)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MOONEY PROBLEM CHECK LIST J Boy and Girl Relations (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION		INSTRUCTIONS				FORMAT						ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MOONEY PROBLEM CHECK LIST J Home and Family (PC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
PERSONAL ADJUSTMENT INVENTORY Family Maladjustment Subscale (AsP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	2	0	0	1	0	0	0	1	0	0	P F P P
PERSONAL ADJUSTMENT INVENTORY Social Maladjustment Subscale (AsP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	2	0	0	1	0	0	0	1	0	0	P F P P
PERSONALITY RATING SCALE Entertaining (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Popularity (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Sense of Humor (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Behavior (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Popularity (CRT)	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
POWER OF INFLUENCE TEST (PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	2	0	1	0	0	0	0	0	1	2	P F F P
SCHOOL MOTIVATION ANALYSIS TEST Mating (IPAT)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
SCHOOL MOTIVATION ANALYSIS TEST Sentiment to Home (IPAT)	0	0	0	0	1	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	2	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	P F P P
STS JUNIOR INVENTORY Getting Along with Others (STS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
STUDENT EVALUATION SCALE (SES) Social-Emotional Response (PEP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	P F P P
STUDY ATTITUDES AND METHODS SURVEY Manipulation (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
TEST OF SOCIAL INSIGHT, YOUTH EDITION Cooperativeness (MB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	0	3	1	P F P P
42B. Social Behavior Skills																																								
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Boy) Hostility (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P
BRISTOL SOCIAL-ADJUSTMENT GUIDES The Child in School - (Girl) Hostility (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	0	1	1	1	1	0	1	1	2	0	1	2	0	0	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
BURKS' BEHAVIOR RATING SCALES Poor Social Conformity (AP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CALIFORNIA TEST OF PERSONALITY: ELEMENTARY Social Standards (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CALIFORNIA TEST OF PERSONALITY: INTERMEDIATE Social Standards (CTB)	1	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Considerateness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	2	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Destructiveness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
CLASSROOM BEHAVIOR INVENTORY Unruliness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	3	0	0	0	0	P G P P
EMPATHY TEST (PA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P P F P
JESNESS BEHAVIOR CHECKLIST Observer Considerateness vs. Inconsiderateness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Social Control vs. Attention-Seeking (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Observer Unobtrusiveness vs. Obtrusiveness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	2	0	0	0	0	0	0	0	0	0	P F P P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Considerateness vs. Inconsiderateness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Social Control vs. Attention-Seeking (CPP)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
JESNESS BEHAVIOR CHECKLIST Self-Appraisal Unobtrusiveness vs. Obtrusiveness (CPP)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Courtesy (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PERSONALITY RATING SCALE Honesty (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
PUPIL BEHAVIOR INVENTORY Classroom Conduct (CP)	1	0	2	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
PUPIL BEHAVIOR INVENTORY Personal Behavior (CP)	1	0	2	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	1	0	0	0	0	0	0	P F P P
STS YOUTH INVENTORY Getting Along With Others (STS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
WILLIAMS' AWARENESS SENTENCE COMPLETION (RLW)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
PHILOSOPHY AND RELIGION																																								
43. PHILOSOPHY																																								
43A. Nature and Scope of Philosophy																																								
43B. Personal Philosophy and Values																																								
CAREER MATURITY INVENTORY, ATTITUDE SCALE (CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Moral Values (VPR)	2	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	1	0	0	0	1	0	0	P F F P
44. RELIGION																																								
44A. World Religions																																								
44B. Knowledge of Own Religion																																								
JEWISH PEOPLE ACHIEVEMENT TEST From Abraham to the Return to Zion (JECP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
JEWISH PEOPLE ACHIEVEMENT TEST From Abraham to the Talmudic Period (JECP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PETERS BIBLICAL KNOWLEDGE TEST New Testament (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
PETERS BIBLICAL KNOWLEDGE TEST Old Testament (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
PETERS BIBLICAL KNOWLEDGE TEST Total (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
44C. Personal Acceptance and Belief in Religion																																								
44D. Personal Religious Practices																																								
PERSONALITY RATING SCALE Religiousness *(ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
PHYSICAL EDUCATION																																								
45. PHYSICAL DEVELOPMENT AND WELL-BEING																																								
45A. Physical Growth and Development																																								
AAHPER COOPERATIVE PHYSICAL EDUCATION TEST, FORM 3 (ETS)	2	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
MOONEY PROBLEM CHECK LIST J Total Test (PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	1	0	0	0	1	0	0	P G F P
45B. Motor Skills, Movement, and Muscular Coordination																																								
AAHPER YOUTH FITNESS TEST 50-Yard Dash for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Flexed-Arm Hang for Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST Pull-Up for Boys (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST Shuttle Run for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Sit-Up for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	1	1	P F F P
AAHPER YOUTH FITNESS TEST 600-Yard Run-Walk for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Softball Throw for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
AAHPER YOUTH FITNESS TEST Standing Broad Jump for Boys and Girls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	0	0	0	0	1	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Dribble (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Foul Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Front Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Jump and Reach (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Side Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	2	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Under Basket Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Dribble (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Foul Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Front Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Jump and Reach (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	2	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Overarm Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Push Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Side Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Speed Pass (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Under Basket Shot (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
BURKS' BEHAVIOR RATING SCALES Poor Coordination (AP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
BURKS' BEHAVIOR RATING SCALES Poor Physical Strength (AP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	0	0	1	1	2	0	0	2	0	0	1	0	0	0	0	0	0	P F P P
CAHPER FITNESS PERFORMANCE TEST 50 Yard Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Flexed Arm Hang (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	1	1	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CAHPER FITNESS PERFORMANCE TEST Shuttle Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Speed Sit Up (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST Standing Broad Jump (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
CAHPER FITNESS PERFORMANCE TEST 300 Yard Run (CAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	0	2	1	1	2	0	1	3	0	0	0	1	3	1	P G F P
HARRIS TESTS OF LATERAL DOMINANCE Binocular Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Dealing Cards (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Foot Dominance (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Hand Preferences (PC)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Handwriting (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Knowledge of Right and Left (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Monocular Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Simultaneous Writing (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Strength of Grip (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
HARRIS TESTS OF LATERAL DOMINANCE Tapping (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
INDIANA PHYSICAL FITNESS TEST FOR BOYS AND GIRLS (IPHF)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	0	1	1	0	0	0	0	3	2	P P F P
OSERETSKY TESTS OF MOTOR PROFICIENCY Dynamic Manual (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Dynamic (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY General Static (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						
	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
OSERETSKY TESTS OF MOTOR PROFICIENCY Motor Level (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Simulated Movement (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Speed (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
OSERETSKY TESTS OF MOTOR PROFICIENCY Synkinesia (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	2	0	1	0	0	0	0	0	0	0	P F P P
PRESCRIPTIVE TEACHING SERIES Motor Skills (PEI)	0	.1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
RATING SCALE FOR PUPIL ADJUSTMENT Motor Control (SRA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Base Running (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	0	0	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Catching Fly Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Fielding Ground Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Fungo Hitting (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Overhand Throw for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Speed Throw (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Throw for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR BOYS Underhand Pitching (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	0	0	0	0	1	2	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Base Running (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Catching Fly Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Fielding Ground Balls (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Fungo Hitting (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	2	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
SOFTBALL SKILLS TESTS FOR GIRLS Overhand Throw for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Speed Throw (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Throw for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	3	1	P F F P
SOFTBALL SKILLS TESTS FOR GIRLS Underhand Pitching (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	2	0	1	0	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Passing (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Serving (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Set-Up (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Volleying (AAHPER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
46. SPORTS AND GAMES																																								
46A. Rules and Strategies of Sports and Games																																								
ACTION-CHOICE TESTS FOR COMPETITIVE SPORTS SITUATIONS (MJH)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
46B. Skill in Sports and Games																																								
ARCHERY SKILLS TEST FOR BOYS AND GIRLS 10 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TEST FOR BOYS AND GIRLS 30 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	0	0	0	0	0	1	P F F P
ARCHERY SKILLS TEST FOR BOYS AND GIRLS Total of 10 and 20 Yards (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TEST FOR BOYS AND GIRLS Total of 10, 20, and 30 Yards (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
ARCHERY SKILLS TEST FOR BOYS AND GIRLS 20 Yards - 12 Arrows (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	0	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Ball Changing Zigzag Run (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P

SECONDARY GOAL
TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
FOOTBALL SKILLS TESTS Blocking (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Catching the Forward Pass (AAHPER)	1	0	2	0	1	0	C	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	P F F P
FOOTBALL SKILLS TESTS Dodging Run (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS 50-Yard Dash with Football (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Football Punt for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Forward Pass for Accuracy (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	2	1	P F F P
FOOTBALL SKILLS TESTS Forward Pass for Distance (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Kick-Off (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
FOOTBALL SKILLS TESTS Pull-Out (AAHPER)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	0	1	1	2	1	1	1	0	1	1	0	0	0	0	3	1	P F F P
46C. Physical Education Equipment																																								
47. PERSONAL IMPACT OF PHYSICAL EDUCATION																																								
47A. Social and Psychological Impact of Physical Education																																								
47B. Group Activity and Sportsmanship																																								
PERSONALITY RATING SCALE Good Sport (ETSA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
47C. Interest and Independent Participation in Sports and Games																																								
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Sport) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P P P P
WHAT I LIKE TO DO Active Play (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	0	0	P G G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
SCIENCE																																								
48. Biology																																								
BORMAN-SANDERS ELEMENTARY SCIENCE TEST Test I (BEM)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	3	0	3	0	1	3	1	P F G F
BORMAN-SANDERS ELEMENTARY SCIENCE TEST Test II (BEM)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	3	0	3	0	1	3	1	P F G F
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Explanations (TNS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Explanations (TNS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 7 Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
NATIONAL ACHIEVEMENT TESTS General Science Test (PA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	2	P F F P
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Science (ETS)	2	0	0	0	1	0	0	0	2	0	1	2	1	1	1	0	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	2	1	3	2	P G F F
48A. Nature, Origin, and Evolution of Life																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATION Science Grade 7 General Biology (AGS)	0	1	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
48B. Reproduction																																								
48C. Plants																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 7 Plants and Animals (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
48D. Animals																																								
48E. The Biology of Man																																								
EMPORIA ELEMENTARY HEALTH TEST (BEM)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F

SECONDARY GOAL

TEST NAME

		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Health and Safety	(SV)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	3	0	1	3	1	F G F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 7 Health	(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
48F. Ecology																																									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 7 Conservation	(AGS)	0	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Conservation	(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NM CONCEPTS OF ECOLOGY TESTS - LEVEL I	(M)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
49. CHEMISTRY																																									
49A. History, Theories, and Principles of Chemistry																																									
COOPERATIVE SCIENCE TESTS General Science	(ETS)	2	0	0	0	1	0	0	0	1	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
49B. Terminology, Symbols, and Element Families																																									
49C. Atomic and Molecular Structure																																									
49D. Chemical Reactions																																									
49E. Carbon Compounds and Bio-Chemistry																																									
50. GENERAL SCIENCE																																									
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Science	(BMC)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	2	P G F P
CONTENT EVALUATION SERIES: SCIENCE TESTS Earth Science Test	(HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P F F P
COOPERATIVE SCIENCE TESTS Advanced General Science	(ETS)	2	0	0	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
DUBIN'S EARTH SCIENCE TEST	(HBJ)	2	1	2	1	1	0	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	2	F G F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL Science (STS)	1	1	1	0	0	0	0	0	2	1	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	1	2	0	1	3	2	P F F F
ESCP TEST OF SCIENCE KNOWLEDGE Total (PC)	0	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	1	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Science (HBJ)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P G G F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Total Tests (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
READ GENERAL SCIENCE TEST (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	2	P G F F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Science (SRA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
50A. *Geology*																																								
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Properties (TNS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
ESCP TEST OF SCIENCE KNOWLEDGE Factual Information (PC)	0	0	0	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Landforms (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Molding the Earth's Crust (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Rocks and Minerals of the Earth (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Sculpturing the Earth's Surface (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 The Earth's History (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
50B. *Weather Science*																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Meteorology and Climatology (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
50C. *Ocean Science*																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 The Waters of the Earth (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
50D. Space Science																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Science Grade 8 Astronomy and Space (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
50E. Investigative Skills and Scientific Method																																								
ESCP TEST OF SCIENCE KNOWLEDGE Principles (PC)	0	0	1	0	1	0	0	0	2	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	0	0	1	3	1	P F F P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Science (SRA)	2	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P F G P
SRA HIGH SCHOOL PLACEMENT TEST Science Methodology (SRA)	0	0	1	0	0	0	0	0	1	1	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
STANFORD ACHIEVEMENT TEST: ADVANCED Science (HBJ)	1	0	0	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
51. PHYSICS																																								
CONTENT EVALUATION SERIES: SCIENCE TESTS Physical Science Test (HMC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	1	3	2	P F F P
COOPERATIVE INTER-AMERICAN TESTS - TESTS OF NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Vocabulary (GTA)	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Elementary Science (SV)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P G F P
51A. Mechanics																																								
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Processes (TNS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	3	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Structures (TNS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Properties (TNS)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Structures (TNS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	2	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Total (TNS)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	2	0	0	2	P F F P
DIFFERENTIAL APTITUDE TESTS Mechanical Reasoning (PC)	0	0	2	0	1	1	0	0	1	2	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	3	1	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MULTIPLE APTITUDE TESTS Spatial Visualization Applied Science and Mechanics (CTB)	0	0	2	0	1	1	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	1	3	2	P G G P
51B. Kinetic Theory																																								
51C. Fields and Electricity																																								
51D. Waves and the Propagation of Energy																																								
51E. Atomic and Nuclear Physics																																								
SOCIAL STUDIES																																								
52. ANTHROPOLOGY																																								
52A. Nature and Scope of Anthropology																																								
52B. Characteristics of Cultures																																								
52C. Human Evolution and Variations																																								
53. ECONOMICS																																								
53A. Business and Trade																																								
53B. Economic Systems																																								
54. GEOGRAPHY																																								
HOLLINGSWORTH-SANDERS GEOGRAPHY TEST Test I (BEM)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
HOLLINGSWORTH-SANDERS GEOGRAPHY TEST Test II (BEM)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	1	0	1	[illegible]	0	3	0	1	1	1	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Africa South of the Sahara (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Asia (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Australia and New Zealand (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Middle East and North Africa (AGS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 South America (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 U.S.S.R. and Eastern Europe (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Western Europe (AGS)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
NATIONAL ACHIEVEMENT TESTS Geography - Short Form (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	0	1	P G F P
NATIONAL ACHIEVEMENT TESTS Geography Test (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	1	P F F P
54A. Physical Geography																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Introduction (AGS)	0	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Mexico, Central America, and the West (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
54B. Cultural and Social Geography																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 8 Canada (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
54C. Political and Economic Geography																																								
55. GOVERNMENT																																								
55A. United States Government																																								
COOPERATIVE SOCIAL STUDIES TESTS Civics (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	2	1	3	2	F F F F
NATIONAL ACHIEVEMENT TESTS Social Studies Test (PA)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS, ADVANCED BATTERY Competence in Social Studies Health Education - Science (PA)	0	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	1	P F F P
PATTERSON TEST OR STUDY EXERCISES ON THE CONSTITUTION OF THE UNITED STATES (BMC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
55B. *Other Types of Government*																																								
55C. *Citizenship*																																								
56. *HISTORY*																																								
AMERICAN SCHOOL ACHIEVEMENT TESTS, ADVANCED BATTERY Social Studies (BMC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	0	3	0	1	0	2	P G F P
JEWISH HISTORY ACHIEVEMENT TEST (JECP)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
56A. *Ancient History*																																								
56B. *Medieval History*																																								
56C. *Modern World History*																																								
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 How America Was Discovered and Explored (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
56D. *American History*																																								
AMERICAN HISTORY - JR. HIGH/OBJECTIVE A Modern America (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE America Becomes A World Power (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Division and Reunion (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Exploration and Colonization (PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Final Test (PFC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE First Semester Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Foundation of A Strong Government (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Post World War II (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Revolutionary America (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Second Semester Test (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE The Development of Democracy (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
AMERICAN HISTORY - JR. HIGH/OBJECTIVE Westward Expansion (PFC)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
COOPERATIVE SOCIAL STUDIES TESTS American History - Junior High School (ETS)	2	1	2	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	3	2	1	3	2	F F F F
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL The USA in the World (STS)	1	1	1	0	0	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	3	2	1	3	2	P G F G
GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST, ADVANCED Social Studies (SV)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	2	0	1	3	1	P F F P
MEARES-SANDERS JUNIOR HIGH SCHOOL HISTORY TEST, TEST I (BEM)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	3	0	1	3	1	P G F F
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 (AGS) European Nations Develop Colonies in New World/Struggle for Supremacy	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P G F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 How Free America Built a New Nation (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 How Our Modern Industrial Nation Developed (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 (AGS) The Colonists Win Independence/New World Shakes Off Old World Control	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 The Nation Gains in Size and Strength (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 The Nation Was Broken and Restored (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 The United States Becomes a World Leader (AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 7 Total Test (AGS)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
NATIONAL ACHIEVEMENT TESTS American History Test (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	1	P F F P
NATIONAL ACHIEVEMENT TESTS History and Civics Test (PA)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	1	0	1	0	0	0	0	1	0	0	P G F P
SOCIAL STUDIES TEST (PA)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	0	P F F P
TEST FOR HIGH SCHOOL ENTRANTS General Information (PA)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	2	1	P F F P
ZIMMERMAN-SANDERS SOCIAL STUDIES TEST (BEM)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	1	1	0	1	2	0	3	0	1	3	1	P F F F
56E. State and Local History																																								
57. PSYCHOLOGY																																								
57A. The Nature and Scope of Psychology																																								
57B. Human Behavior																																								
57C. How Psychology Can Help People																																								
58. SOCIOLOGY																																								
58A. Man and His Society																																								
58B. Distribution and Organization of People																																								
58C. Social Change																																								
58D. Minority Groups in America																																								
59. SOCIAL STUDIES SKILLS																																								
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 3 Social Studies (ETS)	2	0	1	0	1	0	0	0	2	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	3	1	3	2	P G F G

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
59A. Research Skills in Social Studies																																								
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Interpretations (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	1	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 4 Total (TNS)	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	2	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Interpretations (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
BRISTOL ACHIEVEMENT TESTS STUDY SKILLS, LEVEL 5 Processes (TNS)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	2	P F F P
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Study Skills Total (CTB)	2	1	1	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	3	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 3, FORMS Q-R Study Skills Using Graphic Materials (CTB)	2	1	2	1	1	0	0	0	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	1	1	2	2	2	2	1	1	2	F G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills Total (CTB)	2	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills Using Graphic Materials (CTB)	2	1	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P G G F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Work-Study Skills Map Reading (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Work-Study Skills Reading Graphs and Tables (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	2	2	P F G P
IOWA TESTS OF BASIC SKILLS - LEVEL 13 Work-Study Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Map Reading (HMC)	[illegible]	[illegible]	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Reading Graphs and Tables (HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	3	2	P F G F
IOWA TESTS OF BASIC SKILLS - LEVEL 14 Work-Study Skills Total (HMC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	3	0	1	3	2	P F F F
METROPOLITAN ACHIEVEMENT TESTS, ADVANCED Social Studies (HBJ)	2	1	1	0	1	0	0	0	2	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	1	1	1	1	2	0	3	0	1	3	2	P G G F
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - GREEN LEVEL Social Studies (SRA)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P G G P
SRA ASSESSMENT SURVEY, ACHIEVEMENT SERIES - RED LEVEL Social Studies (SRA)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P

SECONDARY GOAL	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
TEST NAME	CONTENT				CONSTRUCT							COMPRE-HENSION			INSTRUCTIONS				FORMAT					ADMINI-STRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
STANFORD ACHIEVEMENT TEST: ADVANCED Social Science (HBJ)	1	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F
59B. Critical Thinking Skills in Social Studies																																								
59C. Interest in Social Studies																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Political (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
MANCHESTER SCALES OF SOCIAL ADAPTATION Social Perspective (Current Affairs) (NFER)	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	P P P P
WHAT I LIKE TO DO Social Studies (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	0	0	P G G P
VOCATIONAL/CAREER EDUCATION																																								
60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS																																								
60A. Agricultural Vocations																																								
60B. Distributive Vocations																																								
TEST FOR ABILITY TO SELL Judgment in Selling Situations (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST FOR ABILITY TO SELL Observation of Behavior (CPS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST FOR ABILITY TO SELL Total (CPS)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	3	1	P F F P
60C. Health Occupations																																								
60D. Gainful Home Economics Vocations																																								
60E. Office Occupations																																								
EVERY PUPIL ACHIEVEMENT TEST Typewriting I (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belongicg	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
EVERY PUPIL ACHIEVEMENT TEST Typewriting II (BEM)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
MEASUREMENT OF SKILLS Skill in Typing Number of Errors (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill in Typing Number of Words Typed (AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
SRA TYPING SKILLS (SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	1	0	0	P G F P
STUDENTS TYPEWRITING TEST Typewriting I - First Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting II - Second Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting III - Third Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
STUDENTS TYPEWRITING TEST Typewriting IV - Fourth Semester (NBEA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
TYPING REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TYPING SKILLS Form A (ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILLS Form B (ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILLS Form K (ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
TYPING SKILLS Form 2 (ATS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P G F P
60F. Technical Vocations																																								
60G. Trade and Industrial Occupations																																								
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Technical (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	1	0	1	0	1	3	1	P F F P
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Total (HMC)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	1	2	0	1	1	0	3	0	1	3	1	P F F F
MECHANICAL APTITUDE TESTS Non-Verbal Test Use of Tools and Materials (PA)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MECHANICAL APTITUDE TESTS Total Test (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	1	P F G P
MECHANICAL APTITUDE TESTS Verbal Tests Comprehension of Mechanical Tasks (PA)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL APTITUDE TESTS Verbal Tests Matching Tools and Operations (PA)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL APTITUDE TESTS Verbal Tests Use of Tools and Materials (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
MECHANICAL FAMILIARITY TEST (ETSA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1	0	1	1	1	0	1	0	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
MECHANICAL KNOWLEDGE TEST (ETSA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
MELLENBRUSH MECHANICAL MOTIVATION TEST (PA)	2	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	1	1	2	0	1	3	0	0	0	1	3	2	P F G P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Identification and Use of Tools (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	1	P F F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Total (CTB)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	1	P F F F
61. GENERAL VOCATIONAL APTITUDES																																								
JASTAK TEST Psychomotor Factor (RC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	0	0	1	1	0	0	0	1	3	2	P F P P
MEASUREMENT OF SKILLS Total Battery (AVA)	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F P P
61A. Clerical Aptitude																																								
ACER SHORT CLERICAL TEST Checking Test (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
ACER SPEED AND ACCURACY TESTS (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	0	1	1	1	1	2	1	1	[illegible]	0	0	2	0	1	0	0	0	0	1	3	1	P F F P
CHECK LIST REVIEW (LLA)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
CLERICAL APTITUDE TEST (PA)	0	1	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	2	0	0	0	1	3	1	P F F P
CLERICAL TEST FG (NFER)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DETROIT GENERAL APTITUDES EXAMINATION Alphabetizing (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	2	1	1	2	1	1	2	0	1	1	0	1	0	1	0	2	P P G P
DETROIT GENERAL APTITUDES EXAMINATION Classification (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	1	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Educational (BMC)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	2	1	1	0	1	1	2	0	1	1	0	0	0	1	0	2	P P F P
DETROIT CLERICAL APTITUDES EXAMINATION Clerical Aptitude Total (BMC)	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	2	1	1	0	1	1	1	0	1	2	2	0	0	1	0	2	P P F P
DETROIT CLERICAL APTITUDES EXAMINATION Clerical Aptitude Visual Imagery (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Motor (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Likenesses and Differences (BMC)	0	0	2	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Motor (BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DIFFERENTIAL APTITUDE TESTS Clerical Speed and Accuracy (PC)	0	0	2	0	1	1	0	0	1	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	3	2	1	3	1	P G F G
JASTAK TEST Coding (RC)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	0	1	0	2	0	1	0	0	2	0	1	3	2	P F F F
MEASUREMENT OF SKILLS Speed and Accuracy (AVA)	0	0	2	0	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	1	2	0	0	0	0	0	0	1	3	2	P G F P
MINNESOTA CLERICAL TEST Names (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
MINNESOTA CLERICAL TEST Numbers (PC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
MULTIPLE APTITUDE TESTS Perceptual Speed Routine Clerical Facility (CTB)	0	1	2	0	1	1	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	3	2	P G G P
MULTIPLE APTITUDE TESTS Perceptual Speed Total Test (CTB)	0	1	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P G G F
TURSE CLERICAL APTITUDES TEST Alphabetizing (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Checking Speed (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TURSE CLERICAL APTITUDES TEST Classifying - Sorting (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
TURSE CLERICAL APTITUDES TEST Clerical Accuracy (HBJ)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TU[illegible] CLERICAL APTITUDES TEST [illegible]ical Speed Score (HBJ)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
TUR[illegible]ICAL APTITUDES TEST G[illegible] Clerical Aptitude (HBJ)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
WILSON [illegible] SELECTION TEST Recognition of Complex Detail (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
61B. Following Directions and Applications																																								
GROUP DIAGNOSTIC READING APTITUDE AND ACHIEVEMENT TESTS Motor Tests Crossing Out Letters (CHN)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	1	P G F P
TEST FOR ABILITY TO SELL Following Store Directions (CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
TEST OF PERCEPTUAL ORGANIZATION (PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
TURSE CLERICAL APTITUDES TEST Written Directions (HBJ)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	0	0	P F F P
61C. Spatial Aptitude																																								
ACER MECHANICAL COMPREHENSION TEST (ACER)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	0	0	0	0	1	3	1	P F F P
ACER MECHANICAL REASONING TEST (ACER)	0	0	2	0	1	0	0	0	1	0	1	2	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P F F P
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3 Spatial Relationships (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P G G P
DAILEY VOCATIONAL TESTS: SPATIAL VISUALIZATION TEST (HMC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	2	0	1	1	1	P G F P
DETROIT GENERAL APTITUDES EXAMINATION Disarrayed Pictures (BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Non-Language (BMC)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	0	0	1	0	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P P F P
DETROIT GENERAL APTITUDES EXAMINATION Intelligence Visual Imagery (BMC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Total (BMC)	0	1	0	0	0	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	1	2	1	1	0	1	1	1	0	1	2	2	0	0	1	0	2	P P F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Visual Imagery (BMC)	0	1	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	F F F P
DETROIT GENERAL APTITUDES EXAMINATION Pulleys (BMC)	0	0	2	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	0	1	2	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P
DETROIT TESTS OF LEARNING APTITUDE Disarranged Pictures (BMC)	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	1	2	0	0	0	0	0	0	0	0	1	P P P P
DIFFERENTIAL APTITUDE TESTS Space Relations (PC)	0	1	2	0	1	1	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	F G F F
EMBEDDED FIGURES TEST (CPP)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	2	0	1	0	0	P G P P
FLAGS: A TEST OF SPACE THINKING (IBC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Block Patterns (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Puzzle Blocks (MSH)	1	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Spatial Reasoning (MSH)	1	1	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	0	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	0	1	P F P P
HISKEY-NEBRASKA TEST OF LEARNING APTITUDE Total Test (MSH)	1	1	1	0	1	0	0	0	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	1	0	1	P P P P
JASTAK TEST Space Completion (RC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	2	0	1	2	2	P F F P
LEITER INTERNATIONAL PERFORMANCE SCALE (WPS)	0	1	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	2	0	1	0	0	0	0	0	3	2	P F P P
MacQUARRIE TEST FOR MECHANICAL ABILITY Blocks (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MATHEMATICAL AND TECHNICAL TEST Filling Up Gaps (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MATHEMATICAL AND TECHNICAL TEST Technical Insight (GH)	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P F P P
MEASUREMENT OF SKILLS Skill in Orientation (AVA)	0	1	2	0	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILLS Skill With Shape (AVA)	0	1	2	0	0	0	0	1	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	0	0	P F P P
MECHANICAL MOVEMENTS (IRC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL

TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
MULTIPLE APTITUDE TESTS Spatial Visualization Spatial Relations - 2 Dimensions (CTB)	0	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Spatial Visualization Spatial Relations - 3 Dimensions (CTB)	0	1	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	1	0	1	1	2	P G G P
MULTIPLE APTITUDE TESTS Spatial Visualization - Total Test (CTB)	0	1	1	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	3	2	P G G F
PACIFIC DESIGN CONSTRUCTION TEST (ACER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	2	0	0	0	0	0	0	1	0	2	P G P P
PERCEPTUAL MAZE TEST, CHILDREN'S MAZE (McRC)	1	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Arthur Stencil Design Test 1 (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Full Scale (PC)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	2	0	0	0	0	0	0	0	0	0	P P P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Porteus Maze Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P F P P
PORTEUS TESTS - VINELAND REVISION (PC)	1	0	2	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	2	0	0	0	0	0	0	1	0	0	P F P P
PRIMARY MENTAL ABILITIES FOR GRADES 6-9 Spatial Relations (SRA)	0	0	2	0	1	0	0	0	1	1	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	0	2	0	0	1	3	2	P F F F
PROGNOSTIC TEST OF MECHANICAL ABILITIES Checking Measurements (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	1	P F F P
PROGNOSTIC TEST OF MECHANICAL ABILITIES Spatial Relationships (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	1	P G F P
SPATIAL TEST 1 (NFER)	1	1	2	0	1	0	0	0	1	0	0	2	0	1	0	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	3	0	0	1	1	2	P F F P
STENCIL DESIGN TEST 1 (PC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	0	2	1	0	2	0	0	0	0	0	0	0	0	0	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Block Design (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	2	0	1	1	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Mazes (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	1	0	1	1	2	P G P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Object Assembly (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	1	0	1	3	2	P F P P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Performance Score (PC)	0	0	1	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	3	0	1	3	2	P G P F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Forms	APPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
61D. Mathematical Facility																																								
ACER SHORT CLERICAL TEST Arithmetic Test (ACER)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MEASUREMENT OF SKILLS Skill With Numbers (AVA)	0	1	2	0	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P G P P
61E. Vocational Creativity																																								
61F. Managerial Aptitude																																								
61G. Interpersonal Skills																																								
62. GENERAL VOCATIONAL ATTITUDES																																								
62A. Vocational Responsibility																																								
HALL OCCUPATIONAL ORIENTATION INVENTORY Aspiration (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Creativity, Independence (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Qualifications Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Self-Actualization (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
WORK VALUES INVENTORY Independence (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Security (HMC)	1	0	0	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Way of Life (HMC)	1	0	0	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
62B. Job Adaptability																																								
HALL OCCUPATIONAL ORIENTATION INVENTORY Environment Concern (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Risk (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Routine - Dependence (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Security (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Time Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
WORK VALUES INVENTORY Economic Returns (HMC)	1	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Prestige (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Variety (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
62C. Vocational Relationships																																								
HALL OCCUPATIONAL ORIENTATION INVENTORY Belongingness (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Co-Worker Concern (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Defensiveness (FEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
WORK VALUES INVENTORY Associates (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Supervisory Relations (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
WORK VALUES INVENTORY Surroundings (HMC)	1	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
62D. Career Preparation																																								
CAREER MATURITY INVENTORY, COMPETENCE TEST Choosing A Job (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	2	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	P G F P
CAREER MATURITY INVENTORY, COMPETENCE TEST Knowing About Jobs (CTB)	1	0	2	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	2	2	P F F P
CAREER MATURITY INVENTORY, COMPETENCE TEST Looking Ahead (CTB)	1	0	2	1	1	0	0	0	0	0	1	2	1	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Monetary Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
LEADERSHIP Q-SORT TEST Consideration For Others (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Decision Making (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Mental Health. (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Personal Integrity (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Teaching and Communication (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Technical Information (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
LEADERSHIP Q-SORT TEST Total Score (PA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	P F P P
63. VOCATIONAL INTERESTS																																								
CHOICE MOTIVATOR SCALE (GPCT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
EDUCATIONAL DEVELOPMENT SERIES: ADVANCED LEVEL My Career Plans (STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Aptitude Concern (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Sum of Two Major Scores (PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Interest Spread (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
WORK INTEREST INDEX (NON-VERBAL) (IRC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
63A. Mechanical-Manual Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Mechanical (PC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Practical (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Science, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G F P
CAREER GUIDANCE INVENTORY Carpentry and Woodworking (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Drafting and Design Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Electrical Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Food Service (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Masonry (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Mechanical Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Mechanical Repair (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Medical Technology - Laboratory (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Painting and Decorating (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Plumbing and Pipefitting (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Printing (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Sheet Metal and Welding (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Technical, Skilled (EGI)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Tool and Die Making - Precision Machining (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Transportation Services (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Practical-Technical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Mechanical (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Mechanical (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
GORDON OCCUPATIONAL CHECK LIST Technology (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Physical Abilities Concern (FEC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Things Orientation (FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Mechanical (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Mechanical (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	0	1	3	2	P G F F
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Manipulative (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Mechanical (CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Crafts and Precise Operations (HBJ)	2	1	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	F F F P
OHIO VOCATIONAL INTEREST SURVEY Inspecting and Testing (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Machine Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Manual Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Mechanical (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Sales-Store (CA)	2	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
SAFRAN STUDENT'S INTEREST INVENTORY Technical (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
WHAT I LIKE TO DO Manual Arts (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	0	0	P G G P
WIDE RANGE INTEREST-OPINION TEST Machine Operation (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Mechanics (GAD)	0	1	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Physical Science (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-P.
63B. Social Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Personal Service (For Girls and Women) (PC)	2	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Professional (PC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Food and Drink (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Humanitarian (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Military (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION People (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Service, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Service, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Business Management (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Industrial Production Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Medical Technology - Nursing (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	[illegible]	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Protective Services (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Sales (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Social Service (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Entertainment (NFER)	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
FACTORIAL INTEREST BLANK Humanitarian (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
FACTORIAL INTEREST BLANK Sociable (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpretor		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
GEIST PICTURE INTEREST INVENTORY: FEMALE Personal Service	(WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Persuasive	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Social Service	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Persuasive	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Social Service	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Service	(HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY People Orientation	(FEC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
KUDER GENERAL INTEREST SURVEY Persuasive	(SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	1	0	1	3	2	P G F F
KUDER GENERAL INTEREST SURVEY Social Service	(SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	0	1	3	2	P G F F
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Personal-Social	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Verbal	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Caring for People or Animals	(HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Customer Service	(HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Management and Supervision	(HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Nursing and Related Technical Services	(HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Personal Services	(HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Promotion and Communication	(HBJ)	2	1	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	F F F P
OHIO VOCATIONAL INTEREST SURVEY Sales Representative	(HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION		INSTRUCTIONS				FORMAT						ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	APPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
OHIO VOCATIONAL INTEREST SURVEY Skilled Personal Services (HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Teaching, Counseling, and Social Work (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Training (HBJ)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
PERSONAL AUDIT - FORM SS Seriousness - Impulsiveness (SRA)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	1	P F F P
PICTURE INTEREST INVENTORY Interpersonal Service (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Collections and Adjustments (CA)	2	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P P F P
SAFRAN STUDENT'S INTEREST INVENTORY Humane (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Service (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Agreement (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Ambition (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Chosen Skill Level (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Literature (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Management (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Personal Service (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Protective Service (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Sales (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	2	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Social Science (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Social Service (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	F–A
WORK VALUES INVENTORY Altruism (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	F F F F
WORK VALUES INVENTORY Management (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	2	2	F F F F
63C. *Theoretical Interests*																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Scientific (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	F G F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Biological Sciences (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Business (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Intellectual (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Legal (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Physical Sciences (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
BROOK REACTION TEST - EXPERIMENTAL EDITION Religious (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	F F F F
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	F F F F
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Professional (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	0	[illegible]	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	F F F F
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Science, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	F F F F
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Technical, Professional (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	F F F F
CAREER GUIDANCE INVENTORY Chemical and Laboratory Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	F F F F
CAREER GUIDANCE INVENTORY Communications (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	F F F F
CAREER GUIDANCE INVENTORY Data Processing Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	F F F F
CAREER GUIDANCE INVENTORY Environmental Health Technology (EGI)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	F F F F

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
CAREER INTERESTS TEST Scientific-Theoretical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Literate (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
FACTORIAL INTEREST BLANK Scientific-Mechanical (NFER)	1	0	1	0	0	0	0	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
GEIST PICTURE INTEREST INVENTORY: FEMALE Computational (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Literary (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Scientific (WPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Computational (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	2	0	0	1	3	2	P F F F
GEIST PICTURE INTEREST INVENTORY: MALE Literary (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Scientific (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Data Orientation (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Information, Knowledge (FEC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Academic (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Scientific (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	3	3	0	1	3	2	P G F G
OCCUPATIONAL INTEREST INVENTORY INTERMEDIATE The Sciences (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Applied Technology (HBJ)	2	0	1	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Appraisal (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Medical (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Computational (CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-A
PICTURE INTEREST INVENTORY Scientific (CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Verbal (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Scientific (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
WHAT I LIKE TO DO Science (SRA)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	3	0	1	0	0	P G G P
WIDE RANGE INTEREST-OPINION TEST Biological Science (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Number (GAD)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	3	2	P F F P
WORK VALUES INVENTORY Intellectual Stimulation (HMC)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P F F P
63D. Outdoor Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Agricultural (For Boys and Men) (PC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Agricultural (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Outdoor (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Sport (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Travel (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Outdoor (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Agriculture and Forestry Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER GUIDANCE INVENTORY Civil and Architectural Engineering Technology (EGI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Outdoor-Physical (EdITS)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Physical (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-A
FACTORIAL INTEREST BLANK Rural-Practical (NFER)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
GEIST PICTURE INTEREST INVENTORY: FEMALE Outdoor (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P P P P
GEIST PICTURE INTEREST INVENTORY: MALE Outdoor (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	2	0	0	1	1	2	[illegible] [illegible] P P
GORDON OCCUPATIONAL CHECK LIST Outdoor (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Location Concern (PEC)	2	0	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Farm Agricultural (PA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	[illegible]	1	0	0	[illegible] [illegible] P P
KUDER GENERAL INTEREST SURVEY Outdoor (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	3	2	0	1	3	2	P G F F
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Natural (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P P P P
OHIO VOCATIONAL INTEREST SURVEY Agriculture (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P P P P
PICTURE INTEREST INVENTORY Natural (CTB)	2	0	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P P P P
SAFRAN STUDENT'S INTEREST INVENTORY Outdoor (TNS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST-OPINION TEST Activity by Sex (GAO)	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	2	2	P P P P
WIDE RANGE INTEREST-OPINION TEST Athletics (GAO)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	[illegible]	1	2	P P P P
WIDE RANGE INTEREST-OPINION TEST Outdoor (GAO)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P P P P
WIDE RANGE INTEREST-OPINION TEST Risk (GAO)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P P P P
6.M. *Creative Interests*																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Esthetic (PC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Aesthetic (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G to P.
BROOK REACTION TEST - EXPERIMENTAL EDITION Entertainment (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Literary (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Aesthetic, Professional (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Aesthetic, Skilled (EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
CAREER INTERESTS TEST Aesthetic, Literary (EdITS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
FACTORIAL INTEREST BLANK Aesthetic (NFER)	1	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	2	1	0	2	0	0	1	0	1	0	0	0	0	1	0	0	P P P P
GEIST PICTURE INTEREST INVENTORY: FEMALE Artistic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Dramatic, (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Musical (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Artistic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	1	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Dramatic (WPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Musical (WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Arts (HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Artistic (PR)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Artistic (SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	2	0	1	3	2	P G F F
KUDER GENERAL INTEREST SURVEY Literary (SRA)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	1	0	1	3	2	P G F F
KUDER GENERAL INTEREST SURVEY Musical (SRA)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	3	3	0	1	1	2	P G F F
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE The Arts (CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			APPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustrations Print	Item Cohesion			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-A
OHIO VOCATIONAL INTEREST SURVEY Artistic (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P P P P
OHIO VOCATIONAL INTEREST SURVEY Entertainment and Performing Arts (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P P P P
OHIO VOCATIONAL INTEREST SURVEY Literary (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	2	0	1	0	0	P P P P
OHIO VOCATIONAL INTEREST SURVEY Music (HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P P P P
PICTURE INTEREST INVENTORY Aesthetic (CTB)	2	1	2	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	1	0	0	1	0	0	P P P P
SAFRAN STUDENT'S INTEREST INVENTORY Artistic (TNS)	0	1	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P P P P
WIDE RANGE INTEREST-OPINION TEST Art (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	2	2	P P P P
WIDE RANGE INTEREST-OPINION TEST Drama (GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	2	2	P P P P
WIDE RANGE INTEREST-OPINION TEST Music (GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P P P P
WORK VALUES INVENTORY Creativity (HME)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P P P P
WORK VALUES INVENTORY Esthetics (HME)	1	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	1	2	P P P P
63F. Office Interests																																								
BRAINARD OCCUPATIONAL PREFERENCE INVENTORY Commercial (PC)	2	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	P G P P
BROOK REACTION TEST - EXPERIMENTAL EDITION Secretarial (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Skilled (EITS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P P P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Clerical (EITS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P P P P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Skilled (EI S)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	0	0	0	P P P P
CAREER INTERESTS TEST Commercial-Clerical (EdITS)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P P P P

SECONDARY GOAL

TEST NAME

TEST NAME		MEASUREMENT VALIDITY: Content: Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Construct: Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS: REAL INTENT GIVEN	Comprehension: Item Appropriateness	Item Difficulties	Item Relevance	Instructions: Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Format: Page Layout	Illustrations/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATIVE USABILITY: Administration: Testing Group Size	Administrator	Time	SCORING EASE	Interpretation: Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	NORMED TECHNICAL EXCELLENCE: Reliability: Test – Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:		[illegible]	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
GEIST PICTURE INTEREST INVENTORY: FEMALE Clerical	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Clerical	(WPS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
GORDON OCCUPATIONAL CHECK LIST Business	(HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	0	1	0	0	P G F P
INVENTORY OF VOCATIONAL INTERESTS Business and Economic	(PA)	0	1	1	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	0	P F F P
KUDER GENERAL INTEREST SURVEY Clerical	(SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	1	0	1	3	2	P G F F
KUDER GENERAL INTEREST SURVEY Computational	(SRA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	2	1	0	1	3	2	P G F F
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Business	(CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	[illegible]	1	0	0	P F F P
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Computational	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Clerical Work	(HBJ)	2	1	2	1	1	1	0	[illegible]	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
OHIO VOCATIONAL INTEREST SURVEY Numerical	(HBJ)	2	0	2	1	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	1	2	1	0	2	0	1	1	1	1	2	0	3	0	1	0	0	P F F P
PICTURE INTEREST INVENTORY Business	(CTB)	2	0	1	0	0	0	0	0	1	0	1	2	0	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Accounting	(CA)	2	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Sales-Office	(CA)	2	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	2	1	1	1	0	[illegible]	2	0	1	0	0	0	0	0	0	0	P F F P
PRIMARY BUSINESS INTERESTS TEST Stenographic-Filing	(CA)	2	0	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
SAFRAN STUDENT'S INTEREST INVENTORY Economic	(T[illegible])	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	2	0	0	0	0	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Office Work	(GAD)	0	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P
WIDE RANGE INTEREST-OPINION TEST Sedentariness	(GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	2	1	0	2	0	0	2	0	1	1	0	0	0	1	1	2	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	[illegible]
63G. Domestic Interests																																								
BROOK REACTION TEST - EXPERIMENTAL EDITION Clothing and Appearance (NFER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	0	.	0	1	0	0	0	0	0	0	0	P F P P
WHAT I LIKE TO DO Home Arts (SRA)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	0	0	P G G P
64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES																																								
64A. Auditory Acuity																																								
CONN MUSIC APTITUDE TEST First Chord Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST First Melody Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST First Pitch Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Rhythm Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Second Chord Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Second Melody Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Second Pitch Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Tempo Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F P P
CONN MUSIC APTITUDE TEST Total (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	P F P P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Noise Subtest (AGS)	2	0	1	0	1	0	0	1	0	0	0	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	1	2	P F P P
GOLDMAN-FRISTOE-WOODCOCK TEST OF AUDITORY DISCRIMINATION Quiet Subtest (AGS)	2	0	1	0	1	0	0	1	0	0	0	2	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F P P
HOLLIEN-THOMPSON GROUP HEARING TEST (LBB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P G P P
KWALWASSER-DYKEMA MUSIC TESTS Intensity Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
KWALWASSER-DYKEMA MUSIC TESTS Pitch Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Quality Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Rhythm Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Time Discrimination (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Tonal Memory (CF)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
KWALWASSER-DYKEMA MUSIC TESTS Total Score (CF)	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	2	1	0	2	1	1	2	0	1	0	0	0	0	1	3	2	P P F P
LEBLANC MUSIC TALENT QUIZ (LME)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P F F P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Isolated Sounds in Sequence (TRC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	1	0	0	0	1	0	0	P G P P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Sounds with Syllable Patterns (TRC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	P G F P
LINDAMOOD AUDITORY CONCEPTUALIZATION TEST Total (TRC)	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	2	0	0	0	1	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Chords (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Full Test Battery (GH)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Pitch (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Rhythm (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MEASURES OF MUSICAL ABILITIES Tunes (GH)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	P G F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Pitch Discimination (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	2	0	1	1	2	P G G P
MUSIC ACHIEVEMENT TESTS - TEST 4 Chord Recognition (FEC)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	1	0	1	1	2	P G G P
MUSICAL APTITUDE PROFILE Rhythm Imagery Meter (HMC)	2	0	2	0	1	1	0	0	2	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	1	0	1	3	2	F F G P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT							COMPREHENSION			INSTRUCTIONS				FORMAT					ADMINISTRATION				INTERPRETATION						RELIABILITY						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G–P
MUSICAL APTITUDE PROFILE Rhythm Imagery Tempo (HMC)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	1	0	1	2	0	2	0	1	3	2	P F G F
MUSICAL APTITUDE PROFILE Rhythm Imagery Total (HMC)	2	0	2	0	1	1	0	1	2	0	1	2	0	1	1	0	0	1	1	1	0	1	1	2	1	1	2	1	1	0	0	1	1	0	2	0	1	3	2	F F F F
MUSICAL TALENT TEST (FEO)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	1	0	1	0	1	1	0	0	0	1	0	0	P F F P
OLIPHANT AUDITORY SYNTHESIZING TEST (EPS)	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	2	0	1	2	0	0	0	0	0	0	P F F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Auditory (HBJ)	0	1	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound Discrimination (HBJ)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Sound-Symbol Association (HBJ)	0	0	2	0	1	1	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	1	0	1	0	0	P G F P
PIMSLEUR LANGUAGE APTITUDE BATTERY Total (HBJ)	0	1	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	2	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Loudness (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	2	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Pitch (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	3	2	P F F F
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	1	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Timbre (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Time (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	3	2	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Tonal Memory (PC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	0	1	1	2	1	1	2	1	1	2	0	1	0	0	2	0	1	1	2	P F F P
SELMER MUSIC GUIDANCE SURVEY Chords (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Melody (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Pitch (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
SELMER MUSIC GUIDANCE SURVEY Rhythm (HASI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P G F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES			
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION				
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form							
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P			
SELMER MUSIC GUIDANCE SURVEY Total (HASI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	G	F	P
SPECIFIC LANGUAGE DISABILITY TEST Auditory Discrimination (EPS)	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	F	P
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Shortened Form (NFER)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	0	0	[illegible]	0	0	P	F	G	P
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE Total (NFER)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	0	2	1	1	2	0	1	1	0	0	0	1	0	0	P	F	F	P
TILSON-GRETSCH MUSICAL APTITUDE TEST Intensity (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P
TILSON-GRETSCH MUSICAL APTITUDE TEST Pitch (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P
TILSON-GRETSCH MUSICAL APTITUDE TEST Time (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P
TILSON-GRETSCH MUSICAL APTITUDE TEST Tonal Memory (FGC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	0	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	F	F	P
TILSON-GRETSCH MUSICAL APTITUDE TEST Total (FGC)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	0	1	1	2	1	1	2	1	1	2	0	1	0	0	0	0	1	0	0	P	F	F	P
VISION, HEARING, AND MOTOR COORDINATION: ELEMENTARY PRE-TESTS Auditory Acuity (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P	G	F	P
64B. Visual Acuity																																											
CONN MUSIC APTITUDE TEST Mathematics Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	P	P
CONN MUSIC APTITUDE TEST Vision Test (CC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	2	0	1	0	0	0	0	0	0	0	P	F	P	P
DETROIT GENERAL APTITUDES EXAMINATION Sizes (BMC)	0	0	2	0	0	1	0	0	0	0	0	2	0	1	1	1	0	1	0	0	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P	F	F	P
HARRIS TESTS OF LATERAL DOMINANCE Stereoscopic Tests (PC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P	F	P	P
MacQUARRIE TEST FOR MECHANICAL ABILITY Location (CTB)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	G	F	P
MacQUARRIE TEST FOR MECHANICAL ABILITY Pursuit (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P	G	F	P
MATHEMATICAL AND TECHNICAL TEST Continuing Patterns (GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	2	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	P	F	P	P

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
		CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MATHEMATICAL AND TECHNICAL TEST Copying Models	(GH)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	P G P P
MEASUREMENT OF SKILL Basic Screen Test - Vision	(AVA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	0	1	1	0	0	2	0	0	0	0	0	0	0	0	0	P F P P
PERCEPTUAL SPEED (IDENTICAL FORMS)	(IRC)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	P F F P
PRESCRIPTIVE TEACHING SERIES Visual Skills	(PEI)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	0	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	P P P P
SPECIFIC LANGUAGE DISABILITY TEST Visual Discrimination	(EPS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F P
VISION, HEARING AND MOTOR COORDINATION: ELEMENTARY PRE-TESTS Visual Acuity	(CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P G F P
WILSON DRIVER SELECTION TEST Depth Visualization	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
WILSON DRIVER SELECTION TEST Recognition of Simple Detail	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
WILSON DRIVER SELECTION TEST Total	(MB)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
WILSON DRIVER SELECTION TEST Visual Attention	(MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P F P P
64C. Coordination																																									
BENDER MOTOR GESTALT TEST	(AOAI)	2	0	1	0	1	0	0	1	1	1	0	2	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	2	0	0	1	0	0	0	0	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Physiological Response to Failure (PHRF)	(WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
CASSEL GROUP LEVEL OF ASPIRATION TEST Psychological Response to Failure (PSRF)	(WPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
DETROIT GENERAL APTITUDES EXAMINATION Circles	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	1	2	0	1	1	0	0	0	1	0	2	P F F P
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude Motor	(BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	1	0	0	0	0	1	0	0	P F F P
DETROIT TESTS OF LEARNING APTITUDE Motor Speed and Precision	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	2	0	0	0	0	0	0	0	0	1	P F P P
DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION	(FEC)	1	0	2	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	2	1	1	0	0	0	2	0	1	2	0	0	0	0	0	0	P F F P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASC	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE – COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test – Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
MacQUARRIE TEST FOR MECHANICAL ABILITY Combined Score (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	0	1	3	1	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Copying (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Dotting (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Tapping (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MacQUARRIE TEST FOR MECHANICAL ABILITY Tracing (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P G F P
MINNESOTA SPATIAL RELATIONS TEST All Boards (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	3	1	P F P P
MINNESOTA SPATIAL RELATIONS TEST Boards A and B (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	3	1	P F P P
MINNESOTA SPATIAL RELATIONS TEST Boards C and D (AGS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	3	1	P F P P
MOORE EYE-HAND COORDINATION TEST Color Matching (JEM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	1	1	1	0	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
MOORE EYE-HAND COORDINATION TEST Speed of Eye-Hand Coordination (JEM)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	1	1	0	1	0	0	0	0	1	3	0	P F P P
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Seguin Form Board Test (Arthur Revision) (PC)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P P P P
SLOSSON DRAWING COORDINATION TEST FOR CHILDREN AND ADULTS (SEP)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	0	1	0	0	0	2	0	0	2	0	0	0	0	0	0	P F P P
VISION, HEARING, AND MOTOR COORDINATION: ELEMENTARY PRE-TESTS Motor Coordination (CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	0	0	0	0	0	1	0	0	P F F P
WECHSLER INTELLIGENCE SCALE FOR CHILDREN Coding B (PC)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	0	0	1	2	1	0	1	0	0	0	0	0	0	1	3	2	P G P P
WILSON DRIVER SELECTION TEST Eye-Hand Coordination (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
WILSON DRIVER SELECTION TEST Steadiness (MB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	0	0	0	1	0	0	P G P P
64D. Dexterity																																								
FOSTER MAZES (CHS)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P

SECONDARY GOAL TEST NAME	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS													ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES
	CONTENT				CONSTRUCT				CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION			INSTRUCTIONS				FORMAT			TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION			SCORING EASE	INTERPRETATION					CAN DECISIONS BE MADE?	RELIABILITY			REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Test — Retest	Internal Consistency	Alternate Form				
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G-F-P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Motor Coordination (PTS)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
KAHN INTELLIGENCE TESTS: EXPERIMENTAL FORM Sign Language (PTS)	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	0	1	2	0	0	2	0	0	0	0	0	0	0	0	0	P P P P
MANIPULATIVE APTITUDE TEST Left Hand (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MANIPULATIVE APTITUDE TEST Right Hand (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MANIPULATIVE APTITUDE TEST Total Manipulative Aptitude (WPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P G F P
MEASUREMENT OF SKILLS Skill with Fingers (AVA)	0	0	2	0	0	0	0	1	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	2	0	1	1	0	1	2	0	0	0	0	0	0	1	3	2	P F P P
PRACTICAL DEXTERITY BOARD (SPECO)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	0	1	1	2	1	0	2	0	1	2	0	0	0	1	0	0	P F F P
STRUCTURAL DEXTERITY TEST (CBC)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	3	1	P F P P
TAPPING TEST (PTA)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	0	1	2	0	1	1	0	0	0	1	0	0	P G F P
TWEEZER DEXTERITY TEST (WPS)	0	1	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	0	1	1	2	0	0	1	0	1	0	0	0	0	1	0	0	P F P P
64E. Physical Stamina and Strength																																								

APPENDIX A: PARTIAL LIST OF REFERENCES SUPPORTING THE SECONDARY GOAL TAXONOMY

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APPENDIX B
PUBLISHERS AND DISTRIBUTORS OF EVALUATED TESTS

AAA	American Automobile Association 1712 G Street, N.W. Washington, D.C. 20006
AAHPER	American Association for Health, Physical Education and Recreation 1201 16th Street, N.W. Washington, D.C. 20036
AAJE	American Association for Jewish Education 101 Fifth Avenue New York, New York 10003
AC	Allington Corporation 801 North Pitt Street Alexandria, Virginia 22314
ACER	Australian Council for Educational Research Distribution Services Division Frederick Street Hawthorn, Victoria 3122 AUSTRALIA
ACS	American Chemical Society Examination Committee University of South Florida Tampa, Florida 33620
AEB	Ardon E. Buscho 704 S. Front Avenue Parks Rapids, Minnesota 56470
AGS	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014
AIR	American Institute for Research 8555 16th Street Silversprings, Maryland 20910
AMP	Achievement Motivation Program W. Clement and Jessie V. Stone Foundation 111 East Wacker Drive, Suite 510 Chicago, Illinois 60601
AOAI	American Orthopsychiatric Association, Inc. 1790 Broadway New York, New York 10019
AP	Arden Press 8331 Alvarado Drive Huntington Beach, California 92646
AsP	Association Press 291 Broadway New York, New York 10007
ATB	American Test Bureau 459 Grant Street Indiana, Pennsylvania 15701
ATS	Aptitude Test Service P.O. Box 16 Golf, Illinois 60029
AVA	Activity Vector Analysis Publications, Inc. 11 Dorrance Street Providence, Rhode Island 02903
BAT	Brandywine Achievement Tests Box 526 Coatesville, Pennsylvania 19320
BBB	Bob Burton Brown Institute for Development of Human Resources College of Education University of Florida Gainesville, Florida 32601
BEM	Bureau of Educational Measurements Kansas State Teachers College 1200 Commercial Street Emporia, Kansas 66801
BER	Bureau of Educational Research Ohio State University Columbus, Ohio 43210
BERS	Bureau of Educational Research and Service C-6 East Hall University of Iowa Iowa City, Iowa 52240
BMC	The Bobbs-Merrill Company, Inc. 4300 West 62nd Street Indianapolis, Indiana 46268
BSB	Barbara S. Boyle 944 Bryant Avenue Chico, California 95968

BSC Book Society of Canada
4386 Sheppard Avenue
Agincourt, 742, Ontario
CANADA

BYUP Brigham Young University Press
Publications Sales Department
205 University Press Building
Provo, Utah 84601

CA Cardall Associates
11 Charlton Street
Princeton, New Jersey 08540

CAHPER Canadian Association for Health, Physical Education and Recreation
333 River Road, 11th Floor
Vanier City
Ontario, Canada KIL 8B9

CARA Creative Arts Research Associates, Inc.
P.O. Box 117
Monmouth, Oregon 97361

CBC Chriswell's Books and Coins
8845 Sheridan Drive
Williamsville, New York 14221

CC Conn Corporation
1101 East Beardsley Avenue
Elkhart, Indiana 46515

CCTP Cornell Critical Thinking Project
Cornell University
107 Stone Hall
Ithaca, New York 14850

CDRT Committee on Diagnostic Reading Tests, Inc.
Mountain Home
North Carolina 28758

CF Carl Fisher, Inc.
Publisher of Music
56-62 Cooper Square
New York, New York 10003

CHN C. H. Nevin Printing Company
311 Bryn Mawr Island
Bayshore Gardens
Bradenton, Florida 33505

CHS C. H. Stoelting
1350 South Kostner Avenue
Chicago, Illinois 60623

CP Campus Publishers
711 North University Avenue
Ann Arbor, Michigan 48108

CPH Christopher Publishing House
53 Billings Road
North Quincy, Massachusetts 02171

CPP Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

CPS The Center for Psychological Service
Suite 419
Columbia Medical Building
1835 Eye Street, N.W.
Washington, D.C. 20006

CRA Communications Research Associates, Inc.
P.O. Box 11012
Salt Lake City, Utah 84111

CRAC Careers Research and Advisory Center
Bateman Street
Cambridge
ENGLAND CB2 1LZ

CRT Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37212

CSB Student Counseling Bureau
Technical Division
3008 University Avenue, S.E.
University of Minnesota
Minneapolis, Minnesota 55414

CSMPE School of Education
Center for the Study of Metropolitan Problems in Education
University of Missouri-Kansas City
Nelson House
Kansas City, Missouri 64110

CTB CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

CUMC Cornell University Medical College
1300 York Avenue, Box 88
New York, New York 10012

CVE Coast Visual Education Company
5610 Hollywood Boulevard
Hollywood, California 90028

CWT	Clem W. Thompson Professor of Health Education Mankato State College Mankato, Minnesota 56001
DCC	Dow Chemical Company Midland, Michigan 48640
DCRC	Delaware County Reading Council Delaware County Public Schools Curran Building Second and Orange Street Media, Pennsylvania 19063
DES	Dreier Educational Systems, Inc. 320 Raritan Avenue Highland Park, New Jersey 08904
DET	Division of Educational Testing State Education Department Albany, New York 12224
DFP	Devereux Foundations Press Devon, Pennsylvania 19333
DGB	Donald G. Barker Texas A&M University College Station, Texas 77843
DK	Donald Kirkpatrick 4380 Continental Drive Brookfield, Wisconsin 53005
DRD	Developmental Reading Distributors 1944 Sheridan Avenue Laramie, Wyoming 82070
EAC	Executive Analysis Corporation 50 East 42nd Street New York, New York 10017
EC	Expression Company, Publishers P.O. Box 11 Magnolia, Massachusetts 01930
EdITS	Educational and Industrial Testing Services The Secretary 83 High Street Hemel Hempstead ENGLAND
EFW	E. F. Wonderlic and Associates, Inc. P.O. Box 7 Northfield, Illinois 60093
EGI	Educational Guidance, Inc. P.O. Box 511, Main Station Dearborn, Michigan 48120
EITS	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107
EP	Educational Publications Dublin, New Hampshire 03444
EPS	Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Massachusetts 02138
ERB	Educational Records Bureau Box 619 Princeton, New Jersey 08540
ES	Educational Stimuli 2112 Hammond Avenue Superior, Wisconsin 54881
ESM	Effective Study Materials P.O. Box 603 San Marcos, Texas 78666
ESS	Earl S. Schaefer Professor, School of Public Health University of North Carolina Chapel Hill, North Carolina 27514
ETS	Educational Testing Service Princeton, New Jersey 08540
ETSA	Employers' Tests and Services Associates 120 Detzel Place Cincinnati, Ohio 45219
FEC	Follett Educational Corporation 1010 West Washington Boulevard Chicago, Illinois 60607
FEO	F. E. Olds and Sons, Inc. Chicago Musical Instruments Company 7373 North Cicero Avenue Lincolnwood, Illinois 60646
FERDC	Florida Educational Research and Development Council College of Education University of Florida Gainesville, Florida 32601

FGC	Fred Gretsch Company, Inc. 777 North Larch Street Elmhurst, Illinois 60126
FLP	Family Life Publications Box 427 Saluda, North Carolina 28773
FMBS	Follett's Michigan Bookstore, Inc. 322 South Street Ann Arbor, Michigan 48104
GAD	Guidance Associates of Delaware, Inc. 1526 Gilpin Avenue Wilmington, Delaware 19806
GC	Ginn and Company 2550 Hanover Street Palo Alto, California 93404
GCT	Guidance Center The College of Education University of Toronto 1000 Yonge Street Toronto 289, CANADA
GH	George Harrap and Company, Ltd. P.O. Box 70 182/4 High Holborn London WCIV 7AX ENGLAND
GLP	Glenn C. Leach, Publisher 116 North Pleasant Avenue Ridgewood, New Jersey 07450
GPCT	George Peabody College for Teachers Institute on Mental Retardation and Intellectual Development Peabody College, Box 1613 Nashville, Tennessee 37203
GTA	Guidance Testing Associates 6516 Shirley Avenue Austin, Texas 78752
HASI	H. and A. Selmer, Inc. Box 310 Elkhart, Indiana 46515
HBJ	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
HEA	Heineman Educational Australia River House 24 River Street South Yarra Victoria 3141 AUSTRALIA
HETL	Hayes Educational Test Laboratory 7040 North Portsmouth Avenue Portland, Orgeon 97203
HLM	Hal Leanard Music, Inc. 64 East 2nd Street Winoma, Minnesota 55987
HMC	Houghton Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
HS	Herman J. P. Schubert, M. E., Ph.D. 500 Klein Road Buffalo, New York 14221
HSRC	Human Sciences Research Council Private Bag X41 Pretoria REPUBLIC OF SOUTH AFRICA
IDS	Institute for Developmental Studies 239 Greene Street New York University Washington Square New York, New York 10003
IOE	Instructional Objectives Exchange Box 24095 Los Angeles, California 90024
IPAT	Institute for Personality and Ability Testing 1602 Coronado Drive Champaign, Illinois 61820
IPHF	Indiana Public Health Foundation, Inc. 1330 West Michigan Street Indianapolis, Indiana 46207
IPI	Industrial Psychology, Inc. 515 Madison Avenue New York, New York 10022
IPR	Institute of Psychological Research 34 Fluery Street West Montreal 357, Quebec CANADA

IRC
Industrial Relations Center
University of Chicago
1225 East 60th Street
Chicago, Illinois 60637

ISI
S. Chatteiji, Head Psychometry Unit
Indian Statistical Institute
263 Barrackpore Trunk Road
Calcutta 35
INDIA

ITT
ITT Educational Service, Inc.
55 West 42nd Street
New York, New York 10036

JB
Jossey—Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

JECP
Jewish Education Committee Press
426 West 58th Street
New York, New York 10019

JEM
Joseph E. Moore and Associates
4406 Jett Road N.W.
Atlanta, Georgia 30327

JPB
J. and P. Bealls, Ltd.
Gallowgate
Newcastle Upon Tyne
GREAT BRITAIN

JWW
J. Weston Walch, Publisher
Box 658
Main Post Office
Portland, Maine 04104

LLA
L&L Associates
P.O. Box 20473
Charlotte, North Carolina 28202

LME
Lockie Music Exchange
1239 S. Olive
Los Angeles, California 90015

LRA
Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

LSW
Lawrence S. Wrightsman
George Peabody College
Box 512
Nashville, Tennessee 37203

M
Monitor
P.O. Box 2337
Hollywood, California 90028

MB
Martin M. Bruce, Ph.D., Publishers
340 Oxford Road
New Rochelle, New York 10804

MeRC
Medical Research Council
Department of Psychological Medicine
Royal Free Hospital
Lawn Road
London NW3 2XJ
ENGLAND

MFF
Martin F. Fritz
Iowa State Student Counseling
Iowa State University
Ames, Iowa 50010

MHB
McGraw Hill Book Company, Inc.
330 West 42nd Street
New York, New York 10036

MJH
Mary Jane Haskins
Department of Health/
Physical Education for Women
Lamar State College of Technology
Beaumont, Texas 77704

MPC
McGrath Publishing Company
P.O. Box 535
Whitmore Lake, Michigan 48189

MRP
Montana Reading Publications
517 Rimrock Road
Billings, Montana 59102

MSH
Marshall S. Hiskey
5640 Balwin
Lincoln, Nebraska 68508

MUAA
Miami University Alumni Association
Murstein Alumni Center
Miami University
Oxford, Ohio 45056

NBEA
National Business Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

NFER
N.F.E.R. Publishing Company
Test Division
2 Jennings Buildings
Thames Avenue
Windsor
Berks SL41QS
ENGLAND

NIPR
National Institute for Personnel Research
South African Council for Scientific
and Industrial Relations
P.O. Box 10319
Johannesburg
REPUBLIC OF SOUTH AFRICA

NLC
National Learning Corporation
20 DuPont Street
Plainview, New York 11803

NRA
Nursing Research Associates
3752 Cummings Street
Eau Claire, Wisconsin 54701

NTD
National Tool, Die and Precision
Machining Association
1411 K Street
Washington, D.C. 20005

NZCER
New Zealand Council for Educational Research
Education House
178 Willis Street
Wellington C.2
NEW ZEALAND

OB
Oliver and Boyd
Tweeddale Court
14 High Street
Edinburgh EH1 1YL,
SCOTLAND

ODE
Officina de Evaluation
Departmento de Instruccion Publica
Hato Rey
PUERTO RICO

ORP
O'Rourke Publications
P.O. Box 118
Lake Alfred, Florida 33850

OSU
Publications Sales Office
The Ohio State University
20 Lord Hall
124 West 17th Avenue
Columbus, Ohio 43210

OTL
Organizational Tests, Ltd., Canada
P.O. Box 324
Fredericton, New Brunswick
CANADA

PA
Psychometric Affiliates
Box 3167
Munster, Indiana 46321

PB
Paul Bethune
Brown County Schools
P.O.,Box 5408
Fort Lauderdale, Florida 33313

PBR
Psychological Business Research
11000 Cedar Avenue
Cleveland, Ohio 44106

PC
The Psychological Corporation
304 East 45th Street
New York, New York 10017

PEI
Psychologists and Educators, Inc.
Suite 212
211 West State
Jacksonville, Illinois 62650

PEP
Psychologists and Educators Press
419 Pendik
Jacksonville, Illinois 62650

PFC
Perfection Form Company
Box 147
214 West 8th Street
Logan, Iowa 51546

PGP
Personal Growth Press, Inc.
P.O. Box M
Berea, Ohio 44017

PH
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

PI
Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

POM	Person-O-Metrics 20504 Williamsburg Road Dearborn Heights, Michigan 48127
PP	Personnel Press 191 Spring Street Lexington, Massachusetts 02173
PPI	Psychological Publications, Inc. 5300 Hollywood Boulevard Los Angeles, California 90027
PRA	Personnel Research Associates 1407 Main Street, Suite 701 Dallas, Texas 75202
PRE	Purdue Research Foundation The University Bookstore 360 State Street West Lafayette, Indiana 47907
PRF	Personnel Research Institute Psychological Research Services Case Western Reserve University 11105 Euclid Avenue Cleveland, Ohio 44100
PrP	Prediction Press Institute for Behavioral Research in Creativity P.O. Box 298 Greensboro, North Carolina 27402
PSCP	Psychological Service Center of Pennsylvania 1500 Vine Street Philadelphia, Pennsylvania 19102
PSI	Psychological Services, Inc. 4311 Wilshire Boulevard, Suite 600 Los Angeles, California 90005
PTA	Psychometric Techniques Associates 135 North Bellefield Avenue Pittsburgh, Pennsylvania 15213
PTS	Psychological Test Specialists Box 1441 Missoula, Montana 59801
RC	Research Concepts 1368 East Airport Road Muskegon, Michigan 49444
RCTU	The Reading Clinic Temple University Philadelphia, Pennsylvania 19122
RHB	Richard H. Blum Institute for Public Policy Analysis Stanford University Stanford, California 94305
RLW	Robert L. Williams, Ph.D. 7201 Creveling Drive St. Louis, Missouri 63130
RM	Richard McMenemy 3028 Northeast Brazee Street Portland, Oregon 97212
RPP	Research Psychologists Press, Inc. 13 Greenwich Avenue Goshen, New York 10924
SC	Stanley Coopersmith University of California Davis, California 95616
SCP	Stratton-Christian Press Box 1055 University Place Station Des Moines, Iowa 50311
SEP	Slosson Educational Publications 140 Pine Street East Aurora, New York 14052
SFC	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
SGS	Sebastiano G. Santostefano Associate Professor of Psychology Department of Child Psychology Talbot Building #3 Boston University School of Medicine 80 East Concord Street Boston, Massachusetts 02118
SP	Stanford University Press Stanford, California 94305
SPECO	SPECO Educational Systems 1230 Industrial Dallas, Texas 75207
SPS	Sheridan Psychological Services, Inc. P.O. Box 6101 Orange, California 92667

SRA	Science Research Associates 259 East Erie Street Chicago, Illinois 60611
STA	Stevens, Thurow and Associates, Inc. 105 West Adams Street Chicago, Illinois 60603
STS	Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, Illinois 60106
SV	Steck-Vaughn Company P.O. Box 2028 Austin, Texas 78767
TAV	TAV Selection System R. R. Morman 12807 Arminta Street North Hollywood, California 91605
TCP	Teachers College Press Teachers College Columbia University New York, New York 10027
TL	Trudy Lawrence 5532 Poplar Boulevard Los Angeles, California 90032
TNS	Thomas Nelson and Sons, Ltd. Lincoln Way Windmill Road Sunbury-On-Thames Middlesex TW16 7HP ENGLAND
TPC	Teachers Publishing Company Division of the Macmillan Company Riverside, New Jersey 08075
TRC	Teaching Resources Corporation 100 Boylston Street Boston, Massachusetts 02116
UBCB	University of British Columbia Bookstore Vancouver 8, British Columbia CANADA
UBS	University Bookstore Purdue University 360 State Street West Lafayette, Indiana 47906
UMP	The University of Minnesota Press 2037 University Avenue, Southeast Minneapolis, Minnesota 55455
UPS	University Publications Sales Ohio State University 2500 Kenny Road Columbus, Ohio 43210
VNN	Van Valkenburgh, Nooger and Neville, Inc. 15 Maiden Lane New York, New York 10038
VPR	Vocational Psychology Research Elliot Hall University of Minnesota Minneapolis, Minnesota 55455
WAM	William A. McCartney P.O. Box 507 Kaneohe, Hawaii 96744
WCB	William C. Brown Company, Publisher 135 South Locust Street Dubuque, Iowa 52001
WHD	W. H. Dennis Trumbull Company Reading Clinic 255 Bonnie Brea, N.E. Warren, Ohio 44483
WLW	William, Lynde and Williams 401 Painesville Professional Center 153 E. Erie Street Painesville, Ohio 44077
WPS	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, California 90025
WSR	Wesley S. Roeder 4226 N. E. Almeda Portland, Oregon 97213
YRC	Youth Research Center 122 West Franklin Avenue Minneapolis, Minnesota 55404

INDEX A:
INDEX OF GOALS

ARTS AND CRAFTS. . .1

- 1. KNOWLEDGE OF ARTS AND CRAFTS. . .1
    - A. Nature and Scope of Art. . .1
    - B. Art Materials and Techniques. . .1
    - C. Art Composition and Style. . .1
    - D. Works of Art. . .1
    - E. Analysis of Art and Craft Products. . .1
- 2. PRODUCTION OF ART AND CRAFT WORKS. . .1
    - A. Mechanical and Hand Skills in Art. . .1
    - B. Compositional and Style Skills in Art. . .1
    - C. Subject Matter Skills in Art. . .1
- 3. RESPONSE TO ARTS AND CRAFTS. . .1
    - A. Personal Response to Arts and Crafts. . .2
    - B Judgmental Response to Art. . .2

DRIVER AND TRAFFIC SAFETY. . .3

- 4. FUNDAMENTALS OF SAFE DRIVING. . .3
    - A. Driver Responsibilities. . .3
    - B. Motor Vehicle Laws and Rules of the Road. . .3
    - C. Basic Driving Skills. . .3
    - D. Auto Accident Prevention. . .3
    - E. Procedure in the Event of Auto Accident. . .3
- 5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE. . .3
    - A. Motor Vehicle Maintenance and Repair. . .3
    - B. Economics of Motor Vehicle Purchase. . .3

ENGLISH LANGUAGE ARTS. . .3

- 6. DEVELOPMENTAL READING. . .3
    - A. Reading Comprehension Skills. . .4
    - B. Research and Study Skills. . .14
    - C. Vocabulary Development and Spelling. . .16
- 7. SPEECH, DRAMA, AND ORAL PRESENTATION. . .19
    - A. Organization of Ideas for Oral Presentation. . .19
    - B. Types of Speeches and Drama. . .19
    - C. Mechanics of Oral Presentation. . .19
    - D. Listening Habits. . .21
- 8. GRAMMAR. . .21
    - A. Parts of Speech. . .22
    - B. Grammar of Sentences. . .23
- 9. WRITING SKILLS. . .27
    - A. Organization of Ideas for Writing. . .27
    - B. Sentence and Paragraph Development. . .27
    - C. Style. . .28
    - D. Mechanics of Writing. . .28
    - E. Formal Writing. . .28
    - F. Personal Writing. . .28
    - G. Creative Writing. . .29
- 10. FORMS OF LITERATURE. . .29
    - A. Knowledge and Understanding of Literature. . .29
    - B. Sources of Literature. . .29
- 11. ANALYSIS AND EVALUATION OF LITERATURE. . .30
    - A. Analysis of Plot and Theme. . .30
    - B. Analysis of the Structure of Literary Works. . .31
    - C. Evaluation of Literature. . .31
    - D. Appreciation of Literature. . .31

FOREIGN LANGUAGE. . .31

- 12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE. . .31
    - A. Foreign Language Writing System. . .31
    - B. Foreign Language Phonetics. . .31
    - C. Foreign Language Vocabulary. . .31
    - D. Foreign Language Grammar. . .32
- 13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE. . .32
    - A. Foreign Language Reading Ability. . .32
    - B. Foreign Language Listening Comprehension. . .32
    - C. Foreign Language Writing Ability. . .33
    - D. Foreign Language Speaking Ability. . .33
- 14. INSIGHT INTO A FOREIGN CULTURE. . .33
    - A. Literature of a Foreign Culture. . .34
    - B. Social-Historical Features of a Foreign Culture. . .34
- 15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE. . .34
    - A. Interest in Learning and Using a Foreign Language. . .34
    - B. Interest in Learning About and Involvement in a Foreign Culture. . .34

HEALTH AND SAFETY. . .34

- 16. PHYSICAL AND MENTAL HEALTH. . .34
    - A. Personal Health. . .34
    - B. Nutrition. . .35
    - C. Personality Development. . .35
- 17. HABIT FORMING SUBSTANCES AND THEIR USE. . .35
    - A. Smoking and Tobacco. . .35
    - B. Alcohol and Alcoholism. . .35
    - C. Drug Use and Abuse. . .36

18. MARRIAGE, FAMILY, AND SEX EDUCATION. . .36
    A. Sex Education. . .36
    B. Dating. . .36
    C. Marriage and Family Life. . .36
19. PUBLIC HEALTH. . .36
    A. Community Health. . .36
    B. Diseases. . .36
    C. Consumer Health. . .37
20. SAFETY EDUCATION. . .37
    A. Safety and Accidents. . .37
    B. First Aid. . .37

HOME ECONOMICS. . .37

21. HOME AND FAMILY MANAGEMENT. . .37
    A. Family Relations. . .37
    B. Home Nursing and Child Care. . .37
    C. Home Management. . .37
    D. Consumer Economics. . .37
    E. Housing. . .37
    F. Furnishing. . .38
22. FOOD AND MEAL PREPARATION. . .38
    A. Food Preparation. . .38
    B. Meal Serving. . .38
23. CLOTHING AND TEXTILES. . .38
    A. Clothing and Textile Selection. . .38
    B. Sewing and Clothing Construction. . .38
    C. Care of Clothing. . .38

INDUSTRIAL ARTS. . .38

24. INDUSTRIAL ARTS AND PRACTICES. . .38
    A. Industrial Shop Safety. . .38
    B. Drafting (non-vocational). . .38
    C. Woodworking (non-vocational). . .39
    D. Metals and Machines (non-vocational). . .39
    E. Electricity and Electronics (non-vocational). . .39
    F. Graphics (non-vocational). . .39
    G. Auto Mechanics (non-vocational). . .39

INTELLECTUAL SKILLS. . .39

25. UNDERSTANDING. . .39
    A. Comprehension and Production of Information. . .40
    B. Integration of Information. . .50
26. MEMORY. . .51
    A. Rote Memory. . .51
    B. Meaningful Memory. . .52
27. SYSTEMATIC REASONING. . .53
    A. Deductive Reasoning. . .53
    B. Inductive Reasoning. . .54
28. CREATIVITY. . .61
    A. Ingenuity. . .61
    B. Flexibility. . .62
    C. Elaboration. . .62
29. EVALUATION. . .63
    A. Logical Judgment. . .63
    B. Social Judgment. . .64

MATHEMATICS. . .65

30. GENERAL MATHEMATICS. . .65
    A. Arithmetic. . .66
    B. Number Concepts, Systems, and Sets. . .81
    C. Measurement. . .82
31. APPLIED MATHEMATICS. . .83
    A. Business and Consumer Mathematics. . .83
    B. Industrial and Vocational Mathematics. . .83
    C. Computer Programming. . .83
    D. Computer Theory and Practice. . .83
32. ALGEBRA. . .83
    A. Algebraic Skills and Concepts. . .83
    B. Real and Complex Number Systems. . .84
    C. Equations and Inequalities. . .84
    D. Exponents, Radicals, Logarithms, and Functions. . .85
    E. Linear Algebra. . .85
33. GEOMETRY. . .85
    A. Informal Geometry. . .85
    B. The Nature of Proof in Mathematics. . .86
    C. Euclidean Plane Geometry. . .86
    D. Coordinate Plane Geometry. . .86
    E. Solid Geometry. . .86
34. TRIGONOMETRY. . .86
    A. Trigonometric Ratios. . .86
    B. Coordinate Trigonometry. . .86
    C. Trigonometric Formulas and Identities. . .86
    D. Trigonometric Circular Functions. . .86
35. PROBABILITY AND STATISTICS. . .86
    A. Organizing and Presenting Statistical Data. . .86
    B. Descriptive Statistics. . .87
    C. Probability Concepts and Distributions. . .87
    D. Statistical Inference. . .87
36. ADVANCED MATHEMATICS. . .87
    A. Analysis and Elementary Functions. . .87
    B. Analytic Geometry. . .87
    C. Calculus. . .87

MUSIC. . .87

- 37. KNOWLEDGE OF MUSIC. . .87
  - A. Nature and Scope of Music. . .87
  - B. Elements and Media of Music. . .87
  - C. Structure and Organization of Music. . .91
  - D. Knowledge of Musical Works. . .92
  - E. Analysis of Musical Works. . .92
- 38. PRODUCTION OF MUSIC. . .92
  - A. Vocal Performing Skills in Music. . .92
  - B. Instrumental Performing Skills in Music. . .93
  - C. Compositional Skills in Music. . .93
- 39. RESPONSE TO MUSIC. . .93
  - A. Personal Response to Music. . .93
  - B. Judgmental Response to Music. . .93

PERSONALITY CHARACTERISTICS. . .93

- 40. TEMPERAMENT. . .93
  - A. Emotional Security. . .94
  - B. Realistic Responsibility. . .100
  - C. Inquiring Boldness. . .102
  - D. Productive Self Assertion. . .104
  - E. Friendliness and Trust. . .108
  - F. Sensitivity and Concern. . .112
- 41. ATTITUDINAL FACTORS OF ACHIEVEMENT. . .113
  - A. Self-Concept. . .113
  - B. Achievement Motivation. . .118
  - C. School Orientation. . .120
- 42. SOCIAL BEHAVIOR. . .122
  - A. Interpersonal Relationships. . .125
  - B. Social Behavior Skills. . .125

PHILOSOPHY AND RELIGION. . .127

- 43. PHILOSOPHY. . .127
  - A. Nature and Scope of Philosophy. . .127
  - B. Personal Philosophy and Values. . .127
- 44. RELIGION. . .127
  - A. World Religions. . .127
  - B. Knowledge of Own Religion. . .127
  - C. Personal Acceptance and Belief in Religion. . .127
  - D. Personal Religious Practices. . .127

PHYSICAL EDUCATION. . .128

- 45. PHYSICAL DEVELOPMENT AND WELL-BEING. . .128
  - A. Physical Growth and Development. . .128
  - B. Motor Skills, Movement, and Muscular Coordination. . .128
- 46. SPORTS AND GAMES. . .132
  - A. Rules and Strategies of Sports and Games. . .132
  - B. Skill in Sports and Games. . .132
  - C. Physical Education Equipment. . .133
- 47. PERSONAL IMPACT OF PHYSICAL EDUCATION. . .133
  - A. Social and Psychological Impact of Physical Education. . .133
  - B. Group Activity and Sportsmanship. . .133
  - C. Interest and Independent Participation in Sports and Games. . .133

SCIENCE. . .134

- 48. BIOLOGY. . .134
  - A. Nature, Origin, and Evolution of Life. . .134
  - B. Reproduction. . .134
  - C. Plants. . .134
  - D. Animals. . .134
  - E. The Biology of Man. . .134
  - F. Ecology. . .135
- 49. CHEMISTRY. . .135
  - A. History, Theories, and Principles of Chemistry. . .135
  - B. Terminology, Symbols, and Element Families. . .135
  - C. Atomic and Molecular Structure. . .135
  - D. Chemical Reactions. . .135
  - E. Carbon Compounds and Bio-Chemistry. . .135
- 50. GENERAL SCIENCE. . .135
  - A. Geology. . .136
  - B. Weather Science. . .136
  - C. Ocean Science. . .136
  - D. Space Science. . .137
  - E. Investigative Skills and Scientific Method. . .137
- 51. PHYSICS. . .137
  - A. Mechanics. . .137
  - B. Kinetic Theory. . .138
  - C. Fields and Electricity. . .138
  - D. Waves and the Propagation of Energy. . .138
  - E. Atomic and Nuclear Physics. . .138

SOCIAL STUDIES. . .138

- 52. ANTHROPOLOGY. . .138
  - A. Nature and Scope of Anthropology. . .138
  - B. Characteristics of Cultures. . .138
  - C. Human Evolution and Variations. . .138
- 53. ECONOMICS. . .138
  - A. Business and Trade. . .138
  - B. Economic Systems. . .138

- 54. GEOGRAPHY. . .138
  - A. Physical Geography. . .139
  - B. Cultural and Social Geography. . .139
  - C. Political and Economic Geography. . .139
- 55. GOVERNMENT. . .139
  - A. United States Government. . .139
  - B. Other Types of Government. . .140
  - C. Citizenship. . .140
- 56. HISTORY. . .140
  - A. Ancient History. . .140
  - B. Medieval History. . .140
  - C. Modern World History. . .140
  - D. American History. . .140
  - E. State and Local History. . .142
- 57. PSYCHOLOGY. . .142
  - A. The Nature and Scope of Psychology. . .142
  - B. Human Behavior. . .142
  - C. How Psychology Can Help People. . .142
- 58. SOCIOLOGY. . .142
  - A. Man and His Society. . .142
  - B. Distribution and Organization of People. . .142
  - C. Social Change. . .142
  - D. Minority Groups in America. . .142
- 59. SOCIAL STUDIES SKILLS. . .142
  - A. Research Skills in Social Studies. . .143
  - B. Critical Thinking Skills in Social Studies. . .144
  - C. Interest in Social Studies. . .144

VOCATIONAL/CAREER EDUCATION. . .144

- 60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS. . .144
  - A. Agricultural Vocations. . .144
  - B. Distributive Vocations. . .144
  - C. Health Occupations. . .144
  - D. Gainful Home Economics Vocations. . .144
  - E. Office Occupations. . .144
  - F. Technical Vocations. . .145
  - G. Trade and Industrial Occupations. . .145
- 61. GENERAL VOCATIONAL APTITUDES. . .146
  - A. Clerical Aptitude. . .146
  - B. Following Directions and Applications. . .148
  - C. Spatial Aptitude. . .148
  - D. Mathematical Facility. . .151
  - E. Vocational Creativity. . .151
  - F. Managerial Aptitude. . .151
  - G. Interpersonal Skills. . .151
- 62. GENERAL VOCATIONAL ATTITUDES. . .151
  - A. Vocational Responsibility. . .151
  - B. Job Adaptability. . .151
  - C. Vocational Relationships. . .152
  - D. Career Preparation. . .152
- 63. VOCATIONAL INTERESTS. . .153
  - A. Mechanical-Manual Interests. . .153
  - B. Social Interests. . .156
  - C. Theoretical Interests. . .159
  - D. Outdoor Interests. . .161
  - E. Creative Interests. . .162
  - F. Office Interests. . .164
  - G. Domestic Interests. . .166
- 64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES. . .166
  - A. Auditory Acuity. . .166
  - B. Visual Acuity. . .169
  - C. Coordination. . .170
  - D. Dexterity. . .171
  - E. Physical Stamina and Strength. . .172

INDEX B:
INDEX OF TESTS

A Tale of Two Cities. . .29
AAHPER Cooperative Health Education Test, Form 3. . .34
AAHPER Cooperative Physical Education Test—Level 3. . .12
AAHPER Youth Fitness Test
  50-Yard Dash for Boys and Girls. . .128
  Flexed-Arm Hang for Girls. . .128
  Pull-Up for Boys. . .128
  Shuttle Run for Boys and Girls. . .128
  Sit-Up for Boys and Girls. . .128
  600-Yard Run-Walk for Boys and Girls. . .128
  Softball Throw for Boys and Girls. . .128
  Standing Broad Jump for Boys and Girls. . .128
Academic Aptitude Test
  Comprehension of Relations. . .54
  General Information. . .40
  Mental Alertness. . .50
  Non-Verbal Intelligence. . .54
  Verbal Intelligence. . .39
Academic Promise Tests
  Abstract Reasoning. . .54
  Abstract Reasoning and Numerical. . .54
  Language Usage. . .21
  Numerical. . .66
  Total. . .54
  Verbal. . .54
  Verbal and Language Usage. . .54
ACER Higher Test
  Linguistic. . .54
  Quantitative. . .54
  Total. . .54
ACER Intermediate Test A. . .50
ACER Intermediate Test D. . .50
ACER Junior A Test. . .54
ACER Junior Non-Verbal Test. . .54
ACER Mechanical Comprehension Test. . .148
ACER Mechanical Reasoning Test. . .148
ACER Number Test. . .66
ACER Short Clerical Test
  Arithmetic Test. . .151
  Checking Test. . .146
ACER Speed and Accuracy Tests. . .146
Achievement Test
  Capitalization and Punctuation. . .23
  Joining Parts of the Sentence. . .27
  Parts of Speech. . .22
  Parts of the Sentence. . .23
Achievement Test on Syphilis and Gonorrhea. . .36
Action-Choice Tests for Competitive Sports Situations. . .132
Adolescent Alienation Index. . .129
Advanced Progressive Matrices. . .55
AH4 Group Test of General Intelligence
  Part I. . .40
  Part II. . .55
  Total. . .55
AH5 Group Test of High-Grade Intelligence
  Part I. . .55
  Part II. . .55
  Total. . .55
Algebra Readiness Test
  Decimals. . .66
  Fractions. . .66
  Fundamental Operations. . .67
  General Numbers. . .83
  Problem Solving. . .67
  Total. . .67
Algebra Survey Test—First Semester
  Algebraic Concepts. . .83
  Changing Alegbraic Expressions. . .83
  Deriving Equations . .84
  Factoring. . .83
  Formulas and Graphs. . .83
  Solving Equations. . .84
  Total. . .84
Algebra Survey Test—Second Semester
  Algebraic Concepts. . .84
  Algebraic Processes. . .84
  Fractions. . .84
  Functional Relationships. . .85
  Problems. . .85
  Solving Equations. . .85
  Total. . .83
Alternate Uses. . .82
American History—Jr. High/Objective
  A Modern America. . .140
  America Becomes A World Power. . .140
  Division and Reunion. . .140
  Exploration and Colonization. . .140
  Final Test. . .140
  First Semester Test. . .140
  Foundation of a Strong Government. . .141
  Post World War II. . .141

- Revolutionary America. . .141
- Second Semester Test. . .141
- The Development of Democracy. . .141
- Westward Expansion. . .141

American Literacy Test. . .40
American Numerical Test. . .67
American School Achievement Tests, Advanced Battery
- Arithmetic
  - Average. . .67
  - Computation. . .67
  - Problems. . .67
- Language. . .21
- Paragraph Meaning. . .4
- Reading Average. . .4
- Science. . .135
- Sentence and Word Meaning. . .40
- Social Studies. . .140
- Spelling. . .16
- Total Average. . .67

American School Intelligence Test, Advanced Battery. . .39
Analysis of Learning Potential, Advanced I Battery
- General Composite Standard Score. . .40
- Mathematics Composite Prognostic Score. . .67
- Reading Composite Prognostic Score. . .40

Analytical Survey Test in Computational Arithmetic
- Decimals. . .67
- Fractions and Mixed Numbers. . .67
- Operations with Whole Numbers. . .67
- Percentage. . .67
- Practical Measurements. . .82
- Total. . .67

ANPA Foundation Newspaper Test, Form J-1. . .4
Aptitude Test C.P. 66.
- Quantitative. . .65
- Total. . .40
- Verbal. . .40

Archery Skills Test for Boys and Girls
- 10 Yards—12 Arrows. . .132
- 30 Yards—12 Arrows. . .132
- Total of 10 and 20 Yards. . .132
- Total of 10, 20, and 30 Yards. . .132
- 20 Yards—12 Arrows. . .132

Arithmetic Achievement Tests, Level 7
- Computation. . .67
- Concepts and Problems. . .65
- Total. . .65

Arithmetic Achievement Tests, Level 8
- Computation. . .67
- Concepts and Problems. . .65
- Total. . .65

Arithmetic Review. . .67
Arizona Articulation Proficiency Scale/Long Form. . .19
Arizona Articulation Proficiency Scale/Short Form. . .19
Army Group Examination Alpha, Schrammel-Brannon Revision. . .40
Army Alpha Examination, First Nebraska Edition
- Numerical. . .67
- Relationships. . .55
- Total. . .39
- Verbal. . .39

Art Vocabulary. . .1
Arthur Point Scale. . .see Point Scale of Performance Tests
Association Adjustment Inventory
- Anxious—Relaxed. . .94
- Block Score. . .94
- Depressed—Optimistic. . .94
- General Scoring Key. . .94
- Hysteric—Non-Hysteric. . .94
- Impulsive—Restrained. . .102
- Juvenility. . .94
- Paranoid—Naive. . .109
- Psychosomapathic—Physical Contentment. . .95
- Psychotic Responses. . .95
- Rigid—Flexible. . .100
- Schizophrenic—Objective. . .95
- Sociopathic—Empathetic. . .123
- Withdrawal—Sociable. . .112

Barrett-Ryan English Test. . .21
Barrow-Welsh Art Scale. . .2
Basketball Skills Tests for Boys
- Dribble. . .128
- Foul Shot. . .128
- Front Shot. . .128
- Jump and Reach. . .128
- Overarm Pass for Accuracy. . .129
- Push Pass for Accuracy. . .129
- Side Shot. . .129
- Speed Pass. . .129
- Under Basket Shot. . .129

Basketball Skills Tests for Girls
- Dribble. . .129
- Foul Shot. . .129
- Front Shot. . .129
- Jump and Reach. . .129

- Overarm Pass for Accuracy. . .129
- Push Pass for Accuracy. . .129
- Side Shot. . .129
- Speed Pass. . .129
- Under Basket Shot. . .129

Basic Mathematics Test DE. . .65
Basic Mathematics Test FG. . .68
Basic Skills in Arithmetic Test. . .68
Bender Motor Gestalt Test. . .170
Binet. . .see Stanford-Binet Intelligence Scale
BITCH Test (Black Intelligence Test of Cultural Homogeneity). . .40
Borman-Sanders Elementary Science Test
- Test I. . .34
- Test II. . .134

Brainard Occupational Preference Inventory
- Agricultural (For Boys and Men). . .61
- Commercial. . .164
- Esthetic. . .162
- Mechanical. . .153
- Personal Service (For Girls and Women). . .156
- Professional. . .156
- Scientific. . .159

Brandywine Achievement Test in Geography for Secondary Schools. . .4
Brief Survey Test of Arithmetic Skills
- Computation. . .68
- Reasoning. . .68
- Total. . .68

Bristol Achievement Tests Study Skills, Level 4
- Explanations. . .134
- Interpretations. . .143
- Processes. . .137
- Properties. . .136
- Structures. . .137
- Total. . .143

Bristol Achievement Tests Study Skills, Level 5
- Explanations. . .134
- Interpretations. . .143
- Processes. . .143
- Properties. . .137
- Structures. . .137
- Total. . .137

Bristol Social-Adjustment Guides
- The Child in School—(Boy)
  - Depression. . .102
  - Hostility. . .125
  - Inconsequence. . .102
  - Neurological. . .95
  - Ovract. . .102
  - Unforthcomingness. . .105
  - Unract. . .102
  - Withdrawal. . .109
- The Child in School—(Girl)
  - Depression. . .102
  - Hostility. . .125
  - Inconsequence. . .102
  - Neurological. . .95
  - Ovract. . .102
  - Unforthcomingness. . .105
  - Unract. . .102
  - Withdrawal. . .109

Brook Reaction Test—Experimental Edition
- Aesthetic. . .162
- Agricultural. . .161
- Biological Sciences. . .159
- Business. . .159
- Clothing and Appearance. . .166
- Dances, Social Functions, etc. . .109
- Entertainment. . .163
- Food and Drink. . .156
- Humanitarian. . .156
- Intellectual. . .159
- Legal. . .159
- Literary. . .163
- Military. . .156
- Multiple Themes. . .93
- Omissions. . .93
- Outdoor. . .161
- People. . .156
- Physical Sciences. . .159
- Political. . .144
- Practical. . .153
- Questionable. . .94
- Religious. . .159
- Secretarial. . .164
- Sexual. . .94
- Sport. . .161
- Travel. . .161
- Unclassified. . .94

Brown-Carlsen Listening Comprehension Test. . 21
Burks' Behavior Rating Scales
- Excessive Aggressiveness. . .112
- Excessive Anxiety. . .95
- Excessive Dependency. . .105

        Excessive Resistance. . .105
        Excessive Self Blame. . .113
        Excessive Sense of Persecution. . .123
        Excessive Sexuality (Heterosexual). . .36
        Excessive Suffering. . .95
        Excessive Withdrawal. . .109
        Poor Academics. . .3
        Poor Anger Control. . .95
        Poor Attention. . .118
        Poor Coordination. . .123
        Poor Ego Strength. . .113
        Poor Impulse Control. . .95
        Poor Intellectuality. . .102
        Poor Physical Strength. . .129
        Poor Reality Contact. . .95
        Poor Sense of Identity. . .105
        Poor Social Conformity. . .126
- Burnett Reading Series Survey Test—Advanced
    - Comprehension. . .4
    - Rate and Accuracy. . .4
    - Total Survey. . .4
    - Word Meaning. . .40
- Buscho Four Controversial Health Areas Test
    - Attitude Survey. . .35
    - Knowledge Test. . .35
- Buttons
    - Content Score. . .94
    - Initial Score. . .94
    - Total Score. . .94

- CAHPER Fitness Performance Test
    - 50 Yard Run. . .129
    - Flexed Arm Hang. . .129
    - Shuttle Run. . .130
    - Speed Sit Up. . .130
    - Standing Broad Jump. . .130
    - 300 Yard Run. . .130
- California Achievement Tests: Level 4
    - Battery Total. . .21
    - Language
        - Mechanics. . .23
        - Spelling. . .16
        - Total. . .23
        - Usage & Structure. . .21
    - Mathematics
        - Computation. . .68
        - Concepts and Problems. . .65
        - Total. . .68
    - Reading
        - Comprehension. . .4
        - Total. . .40
        - Vocabulary. . .40
- California Algebra Aptitude Test
    - Formulas. . .85
    - Number Series. . .55
    - Problems. . .68
    - Total. . .68
- California Occupational Preference Survey
    - Aesthetic, Professional. . .163
    - Aesthetic, Skilled. . .163
    - Business, Professional. . .159
    - Business, Skilled. . .164
    - Clerical. . .164
    - Linguistic, Professional. . .159
    - Linguistic, Skilled. . .164
    - Outdoor. . .161
    - Science, Professional. . .159
    - Science, Skilled. . .153
    - Service, Professional. . .156
    - Service, Skilled. . .156
    - Technical, Professional. . .159
- California Phonics Survey
    - Configuration. . .4
    - Consonant-Vowel Reversals. . .4
    - Consonants: Confusion with Blends and Diagraphs. . .4
    - Endings. . .4
    - Long-Short Vowel Confusion. . .4
    - Negatives and Opposites; Sight Words. . .4
    - Other Vowel Confusion. . .4
    - Rigidity. . .5
    - Total. . .5
- California Psychological Inventory
    - Achievement via Conformance. . .105
    - Achievement via Independence. . .105
    - Capacity for Status. . .103
    - Communality. . .100
    - Dominance. . .105
    - Femininity. . .105
    - Flexibility. . .100
    - Good Impression. . .109
    - Intellectual Efficiency. . .112
    - Psychological-Mindedness. . .103
    - Responsibility. . .100
    - Self-Acceptance. . .113
    - Self-Control. . .95

  Sense of Well-Being. . .95
  Sociability. . .113
  Social Presence. . .123
  Socialization. . .105
  Tolerance. . .112
California Short-Form Test of Mental Maturity: Level 2H
  Language. . .40
  Logical Reasoning. . .55
  Memory. . .52
  Non-Language. . .55
  Numerical Reasoning. . .68
  Verbal Concepts. . .40
  Total. . .55
California Short-Form Test of Mental Maturity: Level 3
  Language. . .41
  Logical Reasoning. . .55
  Memory. . .52
  Non-Language. . .55
  Numerical Reasoning. . .68
  Total. . .55
  Verbal Concepts. . .41
California Study Methods Survey
  Attitudes Toward School. . .120
  Mechanics of Study. . .14
  Planning and System. . .14
  Total. . .14
California Test of Mental Maturity: Level 3
  Language. . .41
  Logical Reasoning. . .55
  Memory. . .52
  Non-Language. . .53
  Numerical Reasoning. . .68
  Spatial Relationships. . .148
  Total. . .53
  Verbal Concepts. . .41
California Test of Personality: Elementary
  Anti-Social Tendencies. . .123
  Community Relations. . .100
  Family Relations. . .123
  Feeling of Belonging. . .113
  Nervous Symptoms. . .95
  Personal Adjustment. . .113
  School Relations. . .120
  Self Reliance. . .105
  Sense of Personal Freedom. . .113
  Sense of Personal Worth. . .113
  Social Adjustment. . .123
  Social Skills. . .105
  Social Standards. . .126
  Total Adjustment. . .113
  Withdrawing Tendencies. . .95
California Test of Personality: Intermediate
  Anti-Social Tendencies. . .123
  Community Relations. . .123
  Family Relations. . .123
  Feeling of Belonging. . .113
  Nervous Symptoms. . .95
  Personal Adjustment. . .113
  School Relations. . .120
  Self-Reliance. . .105
  Sense of Personal Freedom. . .114
  Sense of Personal Worth. . .114
  Social Adjustment. . .123
  Social Skills. . .123
  Social Standards. . .126
  Total Adjustment. . .114
  Withdrawing Tendencies. . .114
Canadian Academic Aptitude Test
  Mathematical Reasoning. . .68
  Non-Verbal Reasoning. . .55
  Verbal Reasoning. . .41
Canadian English Achievement Test
  Effectiveness of Expression. . .27
  Mechanics of Expression—Capitalization and Punctuation. . .23
  Mechanics of Expression—Grammatical Usage. . .22
  Reading Comprehension. . .5
Canadian Lorge-Thorndike Intelligence Tests: Level D
  Non-Verbal. . .55
  Verbal. . .41
Canadian Lorge-Thorndike Intelligence Tests: Level E
  Non-Verbal. . .55
  Verbal. . .41
Canadian Mathematics Achievement Test
  Arithmetic Computation. . .68
  Facts, Terms, and Concepts. . .68
  Measurement. . .82
Career Guidance Inventory
  Agriculture and Forestry Technology. . .161
  Business Management. . .156
  Carpentry and Woodworking. . .154
  Chemical and Laboratory Technology. . .159
  Civil and Architectural Engineering Technology. . .161
  Communications. . .159
  Data Processing Technology. . .159

Drafting and Design Technology. . .154
Electrical Engineering Technology. . .154
Environmental Health Technology. . .159
Food-Service. . .154
Industrial Production Technology. . .156
Masonry. . .154
Mechanical Engineering Technology. . .154
Mechanical Repair. . .154
Medical Technology—Laboratory. . .154
Medical Technology—Nursing. . .156
Painting and Decorating. . .154
Plumbing and Pipefitting. . .154
Printing. . .154
Protective Services. . .156
Sales. . .156
Sheet Metal and Welding. . .154
Technical, Skilled. . .154
Tool and Die Making—Precision Machining. . .154
Transportation Services. . .154
Career Interests Test
Aesthetic-Literary. . .163
Commercial-Clerical. . .164
Outdoor-Physical. . .161
Practical-Technical. . .154
Scientific-Theoretical. . .160
Social Service. . .156
Career Maturity Inventory, Attitude Scale. . .127
Career Maturity Inventory, Competence Test
Choosing a Job. . .152
Knowing about Jobs. . .152
Knowing Yourself. . .64
What Should They Do?. . .64
Cassel Group Level of Aspiration Test
Aspiration "D" Score. . .118
Clinical "D" Score. . .118
First Goal Score. . .118
Hausmann Score. . .118
Level of Aspiration Quotient (LAQ). . .118
Physiological Response to Failure (PHRF). . .170
Psychological Response to Failure (PSRF) .170
CAT. . .see California Achievement Test
Cattell Culture Fair Intelligence Test—Scale 2
Part I. . .56
Part II. . .56
Total. . .56
Cattell Intelligence Tests—Scale I. . .56
Cattell Intelligence Tests—Scale II. . .41

CGA Mental Ability Tests. . .56
Check List Review. . .146
Chicago Non-Verbal Examination—Verbal Direction. . .56
Choice Motivator Scale. . .153
Classroom Behavior Inventory
Academic Ability. . .61
Academic Interest. . .120
Academic Seriousness. . .118
Achievement Orientation. . .118
Active Helpfulness. . .112
Argumentativeness. . .123
Asocial. . .123
Assertiveness. . .105
Attention Seeking. . .95
Attentiveness. . .118
Belligerence. . .109
Boastfulness. . .114
Cheerfulness. . .95
Competitiveness. . .118
Compliance. . .120
Concentration. . .118
Conformity. . .105
Conscientiousness. . .100
Considerateness. . .126
Cooperativeness. . .112
Cruelty. . .112
Daydreaming. . .101
Decisiveness. . .103
Dependence. . .105
Depression. . .95
Destructiveness. . .126
Distractability. . .101
Distrustfulness. . .109
Dominance. . .105
Emotional Passivity. . .96
Enthusiasm. . .120
Fatigue. . .103
Friendliness to Teacher. . .121
Generosity. . .109
Gregariousness. . .109
Hyperactivity. . .96
Hypersensitivity. . .96
Impulsiveness. . .101
Inappropriate Talkativeness. . .121
Independence. . .105
Inquisitiveness. . .103
Intellectual Passivity. . .103

    Irritability. . .96
    Kindness. . .112
    Leadership. . .106
    Low Self Esteem. . .114
    Methodicalness. . .101
    Over-Carefulness. . .101
    Perseverance. . .118
    Quarrelsomeness. . .123
    Rapid Response. . .103
    Resentfulness. . .123
    Resourcefulness. . .103
    Rigidity. . .103
    Self Confidence. . .114
    Self-Consciousness. . .96
    Slow-Tempo. . .103
    Spelling Survey. . .16
    Submissiveness. . .106
    Tenseness. . .96
    Unruliness. . .106
    Verbal Expressiveness. . .106
    Withdrawal. . .106
    Work Fluctuation. . .118
    Worrier. . .96
Classroom Reading Inventory
    Graded Word Lists. . .41
    Oral Reading Paragraph. . .5
Clerical Aptitude Test. . .146
Clerical Test FG. . .146
Closure Speed (Gestalt Completion). . .41
Cognitive Abilities Test: Level E
    Non-Verbal Battery. . .56
    Quantitative Battery. . .65
    Verbal Battery. . .56
Cognitive Abilities Test: Level F
    Non-Verbal Battery. . .56
    Quantitative Battery. . .65
    Verbal Battery. . .56
Columbia Mental Maturity Scale. . .56
Comprehensive Tests of Basic Skills: Level 3, Forms Q-R
    Arithmetic
        Applications. . .68
        Computation. . .68
        Concepts. . .65
        Total. . .68
    Language
        Expression. . .23
        Mechanics. . .23
        Spelling. . .16
        Total. . .23
    Reading
        Comprehension. . .5
        Total. . .5
        Vocabulary. . .41
    Study Skills
        Using Graphic Materials. . .143
        Using Reference Materials. . .14
        Total. . .143
    Total Battery. . .65
Comprehensive Tests of Basic Skills: Level 4, Fomrs Q-R
    Arithmetic
        Applications. . .69
        Computation. . .69
        Concepts. . .65
        Total. . .69
    Language
        Expression. . .24
        Mechanics. . .24
        Spelling. . .16
        Total. . .24
    Reading
        Comprehension. . .5
        Total. . .5
        Vocabulary. . .41
    Study Skills
        Total. . .143
        Using Graphic Materials. . .143
        Using Reference Materials. . .14
    Total Battery. . .65
Computation Test. . .69
Conn Music Aptitude Test
    First Chord Test. . .166
    First Melody Test. . .166
    First Pitch Test. . .166
    Mathematics Test. . .169
    Rhythm Test. . .166
    Second Chord Test. . .166
    Second Melody Test. . .166
    Second Pitch Test. . .166
    Tempo Test. . .166
    Total. . .166
    Vision Test. . .169
Consequences
    Ideational Fluency. . .62
    Originality. . .61

Contemporary Mathematics Test
  Algebra. . .83
Junior High Level. . .81
Content Evaluation Series: Language Arts Tests
  Composition Test. . .27
  Language Ability Test. . .21
  Literature Test. . .31
Content Evaluation Series: Mathematics Test. . .69
Content Evaluation Series: Modern Algebra Test. . .83
Content Evaluation Series: Science Tests
  Earth Science Test. . .135
  Physical Science Test. . .137
Cooperative Industrial Arts Tests
  Drawing. . .38
  Electricity-Electronics. . .39
  General Industrial Arts. . .38
  Metals. . .39
  Woods. . .39
Cooperative Inter-American Tests—Tests of General Ability: Advanced
  Non-Verbal. . .56
  Total. . .56
  Verbal. . .41
Cooperative Inter-American Tests—Tests of General Ability: Intermediate
  Non-Verbal. . .56
  Total. . .56
  Verbal. . .41
Cooperative Inter-American Tests—Tests of Language Usage: Active Vocabulary and Expression
  Active Vocabulary. . .41
  Expression. . .27
  Total. . .41
Cooperative Inter-American Tests—Tests of Natural Sciences: Vocabulary and Interpretation of Reading Materials
  Interpretation. . [illegible]
  Total. . .5
  Vocabulary. . .137
Cooperative Inter-American Tests—Tests of Reading: Advanced
  Comprehension. . .5
  Total. . .5
  Vocabulary. . .41
Cooperative Inter-American Tests—Tests of Reading: Intermediate
  Comprehension. . .5
  Total. . .5
  Vocabulary. . .41
Cooperative Inter-American Tests—Tests of Social Studies: Vocabulary and Interpretation of Reading Materials
  Interpretation. . .5
  Total. . .42
  Vocabulary. . .42
Cooperative Literature Tests
  A Tale of Two Cities. . .29
  Great Expectations. . .29
  Huckleberry Finn. . .29
  Moby Dick. . .29
  Our Town. . .29
  Pride and Prejudice. . .29
  Silas Marner. . .29
  The Odyssey. . .29
  The Old Man and the Sea. . .29
  The Red Badge of Courage. . .30
  The Return of the Native. . .30
  The Scarlet Letter. . .30
Cooperative Mathematics Tests
  Algebra I. . .84
  Arithmetic. . .69
  Structure of the Number System. . .81
Cooperative Science Tests
  Advanced General Science. . .135
  General Science. . .135
Cooperative Social Studies Tests
  American History—Junior High School. . .141
  Civics. . .139
Cornell Conditional-Reasoning Test. . .63
Cornell Critical Thinking Test, Level X. . .63
CPI. . .see California Psychological Inventory
CTBS. . .see Comprehensive Tests of Basic Skills
CTMM. . .see California Test of Mental Maturity
Culture Fair Intelligence Test. . .see Test of "g": Culture Fair

D48. . .see under DF
D.A.P. Blank. . .1
DAT. . .see Differential Aptitude Tests
Dailey Vocational Tests: Business English Test. . .24
Dailey Vocational Tests: Spatial Visualization Test. . .148
Dailey Vocational Tests: Technical and Scholastic Test
  Scholastic. . .69
  Technical. . .145
  Total. . .145
Davis Reading Test, Series 2
  Level of Comprehension. . .5
  Speed of Comprehension. . .5
Deeside Non-Verbal Reasoning Test. . .56

- Delaware County Silent Reading Test of Language Skills # 17
  - Reading Achievement Rating. . .6
- Delaware County Silent Reading Test of Language Skills #18
  - Reading Achievement Rating. . .6
  - Written Language Rating. . .27
- Demos D Scale
  - Attitudes Toward Education. . .121
  - Attitudes Towards Teachers. . .121
  - Influences by Peers and Parents. . .109
  - School Behavior. . .121
  - Total. . .121
- Dennis Test of Scholastic Aptitude
  - Arithmetic Reasoning. . .69
  - Information. . .42
  - Reasoning. . .56
  - Total. . .42
  - Verbal Concepts. . .42
- Depression Adjective Checklist. . .96
- Detroit Clerical Aptitudes Examination
  - Clerical Aptitude
    - Total. . .147
    - Visual Imagery. . .147
- Detroit General Aptitudes Examination
  - Alphabetizing. . .147
  - Analogies. . .56
  - Arithmetic. . .69
  - Circles. . .170
  - Classification. . .147
  - Clerical Aptitude
    - Educational. . .147
    - Motor. . .170
  - Disarrayed Pictures. . .148
  - Handwriting. . .28
  - Information. . .42
  - Intelligence
    - Language. . .39
    - Motor. . .147
    - Non-Language. . .148
    - Total. . .39
    - Visual Imagery. . .148
  - Likenesses and Differences. . .147
  - Mechanical Aptitude
    - Educational. . .69
    - Mechanical Information. . .42
    - Motor. . .147
    - Total. . .148
    - Visual Imagery. . .149
  - Opposites. . .42
  - Pulleys. . .149
  - Reading. . .50
- Detroit General Aptitudes Examination
  - Sizes. . .169
  - Spelling. . .16
  - Tool Information. . .42
  - Tool Recognition. . .42
- Detroit Tests of Learning Aptitude
  - Auditory Attention Span for Related Syllables. . .52
  - Auditory Attention Span for Unrelated Words. . .51
  - Disarranged Pictures. . .149
  - Free Association. . .42
  - Likenesses and Differences. . .57
  - Memory for Designs. . .1
  - Motor Speed and Precision. . .170
  - Number Ability. . .69
  - Oral Commissions. . .52
  - Oral Directions. . .51
  - Orientation. . .42
  - Pictorial Absurdities. . .63
  - Pictorial Opposites. . .63
  - Social Adjustment A. . .64
  - Social Adjustment B. . .42
  - Verbal Absurdities. . .83
  - Verbal Opposites. . .42
  - Visual Attention Span for Letters. . .51
  - Visual Attention Span for Objects. . .51
- Developmental Test of Visual-Motor Integration. . .170
- D48 Test. . .57
- Diagnostic Chart for Fundamental Processes in Arithmetic
  - Addition. . .69
  - Division. . .69
  - Multiplication. . .69
  - Subtraction. . .69
- Diagnostic Fractions Test. . .69
- Diagnostic Number Test I. . .69
- Diagnostic Number Test II. . .69
- Diagnostic Reading Tests
  - Paragraph Meaning. . .6
  - Speed. . .6
  - Total Score. . .6
  - Vocabulary Test. . .42
- Diagnostic Reading Tests: Section I, Vocabulary (Revised)
  - Total. . .42
  - Vocabulary of English Grammar and Literature. . .42
  - Vocabulary of Mathematics. . .42

  Vocabulary of Science. . .43
  Vocabulary of Social Studies. . .43
Diagnostic Reading Tests: Section II, Comprehension, Silent and Auditory
  Method of Administration 1. . .6
  Method of Administration 2. . .6
Diagnostic Reading Tests: Section III, Rates of Reading
  Rate of Reading—Speeded. . .6
  Rate of Reading—Unspeeded. . .6
  Story Comprehension—Speeded. . .6
  Story Comprehension—Unspeeded. . .6
Diagnostic Reading Tests: Section IV, Word Attack
  Oral—Paragraphs. . .19
  Oral—Word Lists. . .19
  Paragraphs. . .19
  Silent—Sounds. . .19
  Silent—Syllabication. . .16
  Silent—Total. . .16
  Word Lists. . .19
Diagnostic Reading Tests: Survey Section, Lower Level
  Story Reading—Story Comprehension. . .6
  Story Reading—Story Rate. . .6
  Word Recognition and Comprehension—Comprehension. . .6
  Word Recognition and Comprehension—Total. . .6
  Word Recognition and Comprehension—Word Recognition. . .19
  Vocabulary. . .43
Diagnostic Reading Tests: Survey Section, Upper Level
  Comprehension. . .6
  Story Comprehension. . .6
  Total. . .43
  Vocabulary. . .43
  Words Per Minute. . .6
Diagnostic Spelling Test. . .16
Diagnostic Test
  Capitalization and Punctuation. . .24
  Joining Parts of the Sentence. . .27
  Parts of Speech. . .22
  Parts of the Sentence. . .24
Diagnostic Test in Mathematics, Level I. . .65
Diagnostic Tests and Self-Helps in Arithmetic
  Addition Facts. . .70
  Addition of Decimals. . .70
  Addition of Like Fractions. . .70
  Addition of Unlike Fractions. . .70
  Addition of Whole Numbers. . .70
  Division by One-Place Numbers. . .70
  Division by Two-Place Numbers. . .70
  Division by Two-Place Numbers
    (Two or more place quotients). . .70
  Division Facts. . .70
  Division of Decimals. . .70
  Division of Fractions. . .70
  Multiplication by Fractions. . .70
  Multiplication Facts. . .70
  Multiplication of Decimals. . .70
  Multiplication of Whole Numbers. . .70
  Operations with Measures. . .82
  Per Cent (22a). . .70
  Per Cent (22b). . .70
  Regrouping Fractions. . .70
  Screening Test in Arithmetic. . .71
  Subtraction Facts. . .71
  Subtraction of Decimals. . .71
  Subtraction of Like Fractions. . .71
  Subtraction of Unlike Fractions (15a). . .71
  Subtraction of Whole Numbers. . .71
  Uneven Division Facts. . .71
Diagnostic Test in Arithmetic Fundamentals
  Part I—Test 1, Addition. . .71
  Part I—Test 2, Subtraction. . .71
  Part I—Test 3, Multiplication. . .71
  Part I—Test 4, Division. . .71
  Part I—Total. . .71
  Part II—Addition of Fractions Total. . .71
  Part II—Decimals Total. . .71
  Part II—Subtraction of Fractions Total. . .71
  Part II—Test 1, Addition of Fractions. . .71
  Part II—Test 2, Addition of Fractions. . .71
  Part II—Test 3, Subtraction of Fractions. . .72
  Part II—Test 4, Subtraction of Fractions. . .72
  Part II—Test 5, Addition of Decimals. . .72
  Part II—Test 6, Subtraction of Decimals. . .72
  Part II—Total. . .72
Diagnostic Tests in English Composition
  Capitalization. . .24
  Grammar. . .24
  Punctuation. . .24
  Sentence Structure. . .27
Differential Aptitude Tests
  Abstract Reasoning. . .57
  Clerical Speed and Accuracy. . .147
  Language Usage Part I: Spelling. . .16
  Language Usage Part II: Grammar. . .24
  Mechanical Reasoning. . .137

  - Numerical Ability. . .72
  - Space Relations. . .149
  - Verbal Reasoning. . .57
  - VR & NA: Scholastic Aptitude. . .57
- Dominion Group Tests of Learning Capacity—Intermediate. . .57
- Drake Musical Aptitude Tests
  - Musical Memory. . .91
  - Rhythm. . .87
- Draw a Person Blank. . .see D.A.P. Blank
- Drug I.Q. Test
  - Dependence and Treatment. . .36
  - Drug "Argot" and Drug Facts. . .36
  - Nature and Effects. . .36
  - Total. . .36
  - Use Reasons and Control Laws. . .36
- Drug Knowledge Inventory. . .36
- Dubin's Earth Science Test. . .135
- Durrell Listening-Reading Series: Advanced Level
  - Differential
    - Paragraphs. . .7
    - Total. . .43
    - Vocabulary. . .43
  - Listening Test
    - Paragraph Listening. . .21
    - Vocabulary Listening. . .43
    - Total. . .43
  - Reading Test
    - Paragraph Reading. . .7
    - Total. . .43
    - Vocabulary. . .43

- Educational Development Series: Advanced Level
  - Basic Skills. . .7
  - Composite Score. . .57
  - English. . .24
  - Mathematics. . .72
  - My Career Plans. . .153
  - My Favorite School Subjects. . .121
  - My School Plans. . .121
  - Non-Verbal Reasoning. . .57
  - Reading. . .7
  - Science. . .136
  - Solving Everyday Problems. . .64
  - The USA in the World. . .141
  - Total Ability. . .57
  - Verbal Reasoning. . .43
- Ego Ideal and Conscience Development Test
  - Community Relations. . .64
  - Economic Sufficiency. . .64
  - Home and Family. . .64
  - Inner Development. . .64
  - Romance and Psychosexual. . .64
  - Rules and Law. . .64
  - School and Education. . .64
  - Self-Actualization. . .64
  - Total. . .64
- Ego Strength Q-Sort Test
  - Ego Status. . .114
  - Goal Setting and Striving. . .118
  - Good Mental Health. . .96
  - Physical Status. . .96
  - Total Ego Strength. . .96
- Elias Family Opinion Survey
  - Attitudes Toward Father. . .123
  - Attitudes Toward Mother. . .123
  - Family Inferiority-Superiority. . .124
  - Interparental Friction-Harmony. . .124
  - Oedipal. . .124
  - Parent-Child Friction-Harmony. . .124
  - Parental Qualities. . .124
  - Rejection of Child. . .124
  - Struggle for Independence. . .124
  - Total Test. . .124
- Empathy Test. . .126
- Embedded Figures Test. . .149
- Emporia Clothing Test. . .38
- Emporia Elementary Health Test. . .134
- Emporia Junior High School Arithmetic Test
  - Test I. . .72
  - Test II. . .72
- Emporia Junior High School Reading Test. . .7
- English Language Test. . .31
- English Minimum Essentials Test
  - Grammatical Correctness. . .22
  - Inflection and Accent. . .22
  - Punctuation and Capitalization. . .24
  - Sentence Sense. . .27
  - Spelling. . .16
  - The Sentence and Its Parts. . .21
  - Total Score. . .21
  - Vocabulary. . .43
- English Progress Test D2. . .27
- English Progress Test D3. . .3
- English Progress Test E. . .43

English Progress Test E2. . .43
English Progress Test F2. . .30
English Progress Test F3. . .7
English Progress Test FG. . .43
English Progress Test G. . .43
ERB Modern Mathematics Test
    Part I. . .65
    Part II. . .84
    Total Test. . .66
ESCP Test of Science Knowledge
    Factual Information. . .136
    Principles. . .137
    Total. . .136
Essential Intelligence Test. . .43
Essential Mechanical Arithmetic Test. . .72
Essential Problem Arithemetic Test. . .72
Essentials of English Tests
    Grammatical Usage. . .24
    Punctuation and Capitalization. . .24
    Sentence Structure. . .27
    Spelling. . .16
    Total. . .21
    Word Usage. . .22
Every Pupil Achievement Test
    Typewriting I. . .144
    Typewriting II. . .145
Examination in Structure (English as a Foreign Language). . .32
Examining for Aphasia. . .44

Factorial Interest Blank
    Aesthetic. . .163
    Entertainment. . .156
    Humanitarian. . .156
    Literate. . .160
    Physical. . .161
    Rural-Practical. . .162
    Scientific-Mechanical. . .160
    Sociable. . .156
FIRO-B
    Affection
        Expressed Behavior. . .109
        Wanted Behavior. . .109
    Control
        Expressed Behavior. . .106
        Wanted Behavior. . .106
    Inclusion
        Expressed Behavior. . .109
        Wanted Behavior. . .109
FIRO-F
    Affection
        Expressed Feeling. . .109
        Wanted Feeling. . .109
    Control
        Expressed Feeling. . .110
        Wanted Feeling. . .114
    Inclusion
        Expressed Feeling. . .110
        Wanted Feeling. . .110
First Year French Test. . .32
First Year Spanish Test. . .32
Fisher-Logemann Test of Articulation Competence
    Picture Test. . .19
    Sentence Test. . .19
Five Task Test
    Ball and Field Task. . .63
    Emotionality Score. . .96
    Projective Cut-Out Task. . .96
    Quality Score. . .1
Flags: A Test of Space Thinking. . .149
Football Skills Tests
    Ball Changing Zigzag Run. . .132
    Blocking. . .133
    Catching the Forward Pass. . .133
    Dodging Run. . .133
    50-Yard Dash with Football. . .133
    Football Punt for Distance. . .133
    Forward Pass for Accuracy. . .133
    Forward Pass for Distance. . .133
    Kick-Off. . .133
    Pull-Out. . .133
Foreign Language Prognosis Test—Form A
    English Inflection. . .22
    Related Words. . .53
    Sentence Translation
        Esperanto to English. . .53
    Total. . .53
    Word Translation
        English to Esperanto. . .57
Foreign Language Prognosis Test—Form B
    Artificial Language. . .53
    Formation of Parts of Speech in English. . .22
    Sentence Translation
        English to Esperanto. . .53
    Total. . .53

- Word Translation
  - Esperanto to English. . .57
- Forty-Eight Item Counseling Evaluation Test: Revised
  - Anxiety-Tension-Stress. . .96
  - Compulsive-Obsessive-Rigid Behavior. . .101
  - Depressive-Defeatist Thoughts and Feelings. . .96
  - Friendship-Socialization. . .110
  - Goal: Religious-Philosophical. . .114
  - Inadequacy: Feelings and Behavior. . .114
  - Total. . .96
- Foster Mazes. . .171
- Fractured English Drill. . .7
- Fruit Distraction Test
  - Number of Recalls of Peripheral Figures. . .51
  - Reading Error Distractability Score. . .61
  - Reading Time Distractability Score. . .61
- Full Range Picture Vocabulary Test. . .44
- Fundamental Achievement Series
  - Numerical. . .72
  - Verbal. . .44
  - Verbal + Numerical. . .72
- Fundamentals of Hebrew-1: Upper Level. . .31

- GAP Reading Comprehension. . .44
- GAPADOL Reading Comprehension. . .44
- Gates-MacGinitie Reading Tests: Survey E
  - Comprehension. . .7
  - Speed and Accuracy. . .7
  - Vocabulary. . .44
- Gates-McKillop Reading Diagnostic Tests
  - Oral Reading. . .19
  - Oral Vocabulary. . .44
  - Spelling. . .16
- Geist Picture Interest Inventory: Female
  - Artistic. . .163
  - Clerical. . .165
  - Computational. . .160
  - Dramatic. . .163
  - Literary. . .160
  - Mechanical. . .154
  - Musical. . .163
  - Outdoor. . .162
  - Personal Service. . .157
  - Persuasive. . .157
  - Scientific. . .160
  - Social Service. . .157
- Geist Picture Interest Inventory: Male
  - Artistic. . .163
  - Clerical. . .165
  - Computational. . .160
  - Dramatic. . .163
  - Literary. . .160
  - Mechanical. . .154
  - Musical. . .163
  - Outdoor. . .162
  - Persuasive. . .157
  - Scientific. . .160
  - Social Service. . .157
- Getting Along
  - Getting Along in One's Environment. . .64
  - Getting Along with One's Self. . .101
  - Getting Along with Others. . .124
  - Total. . .124
- Gilliland Learning Potential Examination
  - General Information. . .44
  - Listening Comprehension. . .52
  - Non-Reading Total. . .57
  - Picture Completion. . .44
  - Quick Score. . .57
  - Reading Interest Areas. . .44
  - Relationships. . .57
  - Symbol Identification. . .51
  - Symbol Interpretation. . .57
  - Symbolic Representation. . .57
  - Total. . .57
  - Visual Memory. . .51
- Gilmore Oral Reading Test
  - Accuracy. . .19
  - Comprehension. . .7
  - Rate. . .7
- Goldman-Fristoe-Woodcock Test of Auditory Discrimination
  - Noise Subtest. . .166
  - Quiet Subtest. . .166
- Goldman-Fristoe Test of Articulation
  - Sounds-In-Sentences. . .20
  - Sounds-In-Words. . .20
  - Syllable Stimulability. . .20
- Goodenough-Harris Drawing Test
  - Point Scale
    - Man. . .44
    - Self. . .44
    - Woman. . .44
  - Quality Scale
    - Man. . .44

        Woman. . .44
Gordon Occupational Check List
    Arts. . .163
    Business. . .165
    Outdoor. . .162
    Service. . .157
    Technology. . .155
Graded Arithmetic—Mathematics Test, Decimal Currency Edition. . .72
Grammar and Sentence Construction Final Examination. . .24
Grammar and Usage Test Series
    Final Examination (Junior High). . .22
    Parts of Speech (Junior High). . .22
    Plurals and Possessives (Junior High). . .16
    Pronoun Usage (Junior High). . .22
    Punctuation (Junior High). . .24
    Word Usage (Junior High). . .24
Gray Oral Reading Check Tests
    Errors. . .20
    Rate. . .20
Gray Oral Reading Paragraphs. . .20
Gray Oral Reading Test. . .20
Gray-Votaw-Rogers General Achievement Test, Advanced
    Arithmetic
        Computation. . .72
        Reasoning. . .72
    Elementary Science. . .137
    Health and Safety. . .135
    Language. . .25
    Literature. . .30
    Reading
        Comprehension. . .7
        Vocabulary. . .44
    Social Studies. . .141
    Spelling. . .16
    Total Average. . .72
Group Achievement Tests—Niagara Edition
    Arithmetic Computation. . .72
    Diagnostic Paragraph Comprehension. . .7
    English Grammar. . .25
    Spelling. . .16
    Vocabulary. . .44
Group Achievement Test—Revised Edition
    Arithmetic
        Computation. . .73
        Reasoning. . .73
    Language Usage. . .25
    Paragraph Reading. . .7
    Spelling. . .17
Group Diagnostic Reading Aptitude and Achievement Tests
    Arithmetic Computation. . .73
    Auditory Tests
        Discrimination and Orientation. . .21
        Letter Memory. . .51
    Language Test—Vocabulary. . .44
    Motor Tests
        Copying Text. . .28
        Crossing Out Letters. . .148
    Reading Test
        Paragraph Understanding. . .7
        Speed. . .7
        Word Discrimination. . .17
    Spelling Test. . .17
    Visual Tests
        Form Memory. . .51
        Letter Memory. . .51
Group Personality Projective Test
    Affiliation. . .110
    Neuroticism. . .106
    Nurturance. . .110
    Succorance. . .110
    Tension Reduction Quotient. . .96
    Total. . .96
    Withdrawal. . .101
Group Test of Speed and Accuracy in Arithmetic Computation
    Addition
        Accuracy. . .73
        Achievement. . .73
        Speed. . .73
    Division
        Accuracy. . .73
        Achievement. . .73
        Speed. . .73
    Multiplication
        Accuracy. . .73
        Achievement. . .73
        Speed. . .73
    Subtraction
        Accuracy. . .73
        Achievement. . .73
        Speed. . .73
    Total Test
        Accuracy. . .73
        Achievement. . .73

    Speed. . .73
Guilford-Zimmerman Aptitude Survey
  Numerical Operations. . .74

Hall Occupational Orientation Inventory
  Aptitude Concern. . .153
  Aspiration. . .151
  Belongingness. . .152
  Co-Worker Concern. . .152
  Creativity, Independence. . .151
  Data Orientation. . .160
  Defensiveness. . .152
  Environment Concern. . .151
  Esteem. . .118
  Information, Knowledge. . .160
  Location Concern. . .162
  Monetary Concern. . .152
  People Orientation. . .157
  Personal Satisfaction. . .114
  Physical Abilities Concern. . .155
  Qualifications Concern. . .151
  Risk. . .151
  Routine—Dependence. . .152
  Security. . .152
  Self-Actualization. . .151
  Things Orientation. . .155
  Time Concern. . .152
Hand Test
  Acquisition. . .103
  Acting-Out Ratio. . .106
  Active. . .103
  Affection. . .110
  Aggression. . .106
  Average Initial Reaction Time. . .101
  Bizarre. . .97
  Communication. . .110
  Crippled. . .97
  Dependence. . .106
  Description. . .103
  Direction. . .106
  Environmental. . .103
  Exhibition. . .106
  Experience Ratio. . .106
  Failure. . .97
  Fear. . .97
  High Minus Low Score. . .97
  Interpersonal. . .106
  Maladjustive. . .97
  Number of Responses. . .101
  Passive. . .103
  Pathological. . .97
  Tension. . .97
  Withdrawal. . .97
Harris Tests of Lateral Dominance
  Binocular Tests. . .130
  Dealing Cards. . .130
  Foot Dominance. . .130
  Hand Preferences. . .130
  Handwriting. . .130
  Knowledge of Right and Left. . .130
  Monocular Tests. . .130
  Simultaneous Writing. . .130
  Stereoscopic Tests. . .169
  Strength of Grip. . .130
  Tapping. . .130
Health Behavior Inventory, Junior High Level
  Attitudes. . .34
  Care of Eyes. . .34
  Community Health. . .36
  Dental Health. . .34
  Infection and Disease. . .37
  Knowledge. . .34
  Mental Health. . .35
  Nutrition. . .35
  Personal Cleanliness and Skin Care. . .34
  Personal Health. . .35
  Practices. . .34
  Rest and Recreation. . .35
  Safety. . .37
  Smoking and Drinking. . .35
  Total. . .34
Health Education Test
  Application of Knowledge. . .37
  Health in Home, School and Community. . .35
  Health Knowledge. . .34
  Mental Health. . .35
  Nutrition. . .35
  Safety and First Aid. . .37
Henmon-Nelson Tests of Mental Ability (6-9). . .39
Hiskey-Nebraska Test of Learning Aptitude
  Block Patterns. . .149
  Completion of Drawings. . .45
  Memory for Digits. . .51
  Picture Analogies. . .57

    Puzzle Blocks. . .149
    Spatial Reasoning. . .149
    Total Test. . .149
    Visual Attention Span. . .51
Hollien-Thompson Group Hearing Test. . .166
Hollingsworth-Sanders Geography Test
    Test I. . .138
    Test II. . .138
Hollingsworth-Sanders Junior High School Literature Test
    Test I. . .30
    Test II. . .30
House of the Seven Gables. . .30
How I Feel Questionnaire (State-Trait Anxiety Inventory for Children)
    Staic A-State. . .97
    Staic A-Trait. . .97
How I See Myself Scale—Secondary Form
    Academic Adequacy. . .114
    Autonomy. . .114
    Body-Build. . .114
    Boys—Social. . .114
    Emotions. . .97
    Girls—Social. . .114
    Interpersonal Adequacy. . .114
    Peer. . .115
    Physical Adequacy. . .115
    Physical Appearance. . .115
    Teacher-School. . .121
Hoyum-Sanders Junior High School English Test
    Test I. . .22
    Test II. . .22

Immediate Test. . .45
Indiana Physical Fitness Test for Boys and Girls. . .130
Individualized English, Set J
    Diagnostic Test. . .25
    Mastery Test. . .25
Informal Reading Inventory
    Average Comprehension. . .8
    Oral Comprehension. . .8
    Oral Reading. . .8
    Silent Comprehension. . .8
    Words Per Minute—Oral. . .8
    Words Per Minute—Silent. . .8
Informal Spelling Inventory. . .17
Information Test on Drugs and Drug Abuse. . .36
Information Test on Smoking and Health. . .35
Inter-American Tests. . .see Cooperative Inter-American Tests or Test of Reading, Inter-American Series
Inter-Person Perception Test, Form AC. . .64
Inventory of Vocational Interests
    Academic. . .160
    Artistic. . .163
    Business and Economic. . .165
    Farm Agricultural. . .162
    Mechanical. . .155
    Sum of Two Major Scores. . .153
Inventory-Survey Test for Upper Grades
    Dictionary Skills. . .17
    Paragraph Meaning. . .7
    Sentence Meaning. . .7
    Total. . .8
    Word Analysis. . .17
    Word Meaning. . .45
Iowa Algebra Aptitude Test, 3rd Edition. . .84
Iowa Silent Reading Tests, Level 1
    Directed Reading. . .14
    R-E Index. . .8
    Reading Comprehension. . .8
    Reading Efficiency. . .8
    Reading Power. . .45
    Vocabulary. . .45
Iowa Tests of Basic Skills—Level 13
    Composite. . .3
    Language Skills
        Capitalization. . .25
        Punctuation. . .25
        Spelling. . .17
        Total. . .25
        Usage. . .25
    Mathematics Skills
        Mathematics Concepts. . .66
        Problem Solving. . .74
        Total. . .74
    Reading Comprehension. . .8
    Vocabulary. . .45
    Work-Study Skills
        Knowledge and Use of Reference Materials. . .15
        Map Reading. . .143
        Reading Graphs and Tables. . .143
        Total. . .143
Iowa Tests of Basic Skills—Level 14
    Composite. . .3
    Language Skills

    Capitalization. . .25
    Punctuation. . .25
    Spelling. . .17
    Total. . .25
    Usage. . .25
  Mathematics Skills
    Mathematics Concepts. . .66
    Problem Solving. . .74
    Total. . .74
  Reading Comprehension. . .8
  Vocabulary. . .45
  Work-Study Skills
    Knowledge and Use of Reference Materials. . .15
    Map Reading. . .143
    Reading Graphs and Tables. . .143
    Total. . .143
Iowa Tests of Music Literacy, Level 1
  Composite. . .87
  Rhythmic Concepts
    Aural Perception. . .91
    Notational Understanding. . .87
    Reading Recognition. . .87
    Total. . .88
  Tonal Concepts
    Aural Perception. . .88
    Notational Understanding. . .88
    Reading Recognition. . .88
    Total. . .88
Iowa Tests of Music Literacy, Level 2
  Composite. . .88
  Rhythmic Concepts
    Aural Perception. . .88
    Notational Understanding. . .88
    Reading Recognition. . .88
    Total. . .88
  Tonal Concepts
    Aural Perception. . .88
    Notational Understanding. . .88
    Reading Recognition. . .88
    Total. . .88
Iowa Tests of Music Literacy, Level 3
  Composite. . .88
  Rhythmic Concepts
    Aural Perception. . .88
    Notational Understanding. . .88
    Reading Recognition. . .88
    Total. . .89
  Tonal Concepts
    Aural Perception. . .89
    Notational Understanding. . .89
    Reading Recognition. . .89
    Total. . .89
Iowa Tests of Music Literacy, Level 4
  Composite. . .89
  Rhythmic Concepts
    Aural Perception. . .89
    Notational Understanding. . .89
    Reading Recognition. . .89
    Total. . .89
  Tonal Concepts
    Aural Perception. . .89
    Notational Understanding. . .89
    Reading Recognition. . .89
    Total. . .89
Iowa Tests of Music Literacy, Level 5
  Composite. . .89
  Rhythmic Concepts
    Aural Perception. . .89
    Notational Understanding. . .89
    Reading Recognition. . .89
    Total. . .90
  Tonal Concepts
    Aural Perception. . .90
    Notational Understanding. . .90
    Reading Recognition. . .90
    Total. . .90
Iowa Tests of Music Literacy, Level 6
  Composite. . .90
  Rhythmic Concepts
    Aural Perception. . .90
    Notational Understanding. . .90
    Reading Recognition. . .90
    Total. . .90
  Tonal Concepts
    Aural Perception. . .90
    Notational Understanding. . .90
    Reading Recognition. . .90
    Total. . .90
IPAT 8-Form Battery
  Average Item Score. . .97
  Sum of Subtest Scores. . .97
ITBS. . .see Iowa Tests of Basic Skills
Ivanhoe. . .30

- Jastak Test
  - Arithmetic. . .74
  - Capacity. . .58
  - Coding. . .147
  - Intelligence. . .58
  - Language Factor. . .58
  - Motivation Factor. . .74
  - Number Series. . .58
  - Picture Reasoning. . .58
  - Psychomotor Factor. . .146
  - Reality Factor. . .58
  - Social Concept. . .58
  - Space Completion. . .149
  - Space Series. . .58
  - Spelling. . .17
  - Verbal Reasoning. . .45
  - Vocabulary. . .45
- Jenkins Intermediate Non-Verbal Test. . .58
- Jesness Behavior Checklist
  - Observer
    - Anger Control vs. Hypersensitivity. . .97
    - Calmness vs. Anxiousness. . .97
    - Conformity vs. Non-Conformity. . .106
    - Considerateness vs. Inconsiderateness. . .126
    - Effective Communication vs. Inarticulateness. . .106
    - Enthusiasm vs. Depression. . .97
    - Friendliness vs. Hostility. . .106
    - Independence vs. Dependence. . .106
    - Insight vs. Unawareness and Indecisiveness. . .101
    - Rapport vs. Alienation. . .110
    - Responsibility vs. Irresponsibility. . .118
    - Sociability vs. Poor Peer Relations. . .124
    - Social Control vs. Attention-Seeking. . .126
    - Unobtrusiveness vs. Obtrusiveness. . .126
  - Self-Appraisal
    - Anger Control vs. Hypersensitivity. . .97
    - Calmness vs. Anxiousness. . .98
    - Conformity vs. Non-Conformity. . .107
    - Considerateness vs. Inconsiderateness. . .126
    - Effective Communication vs. Inarticulateness. . .107
    - Enthusiasm vs. Depression. . .98
    - Friendliness vs. Hostility. . .107
    - Independence vs. Dependence. . .107
    - Insight vs. Unawareness and Indecisiveness. . .101
    - Rapport vs. Alienation. . .110
    - Responsibility vs. Irresponsibility. . .119
    - Sociability vs. Poor Peer Relations. . .124
    - Social Control vs. Attention-Seeking. . .126
    - Unobtrusiveness vs. Obtrusiveness. . .126
- Jesness Inventory
  - Alienation. . .110
  - Autism. . .115
  - Denial. . .110
  - Immaturity. . .103
  - Manifest Aggression. . .112
  - Repression. . .115
  - Social Anxiety. . .124
  - Social Maladjustment. . .94
  - Value Orientation. . .94
  - Withdrawal. . .98
- Jewish History Achievement Test. . .140
- Jewish People Achievement Test
  - From Abraham to the Return of Zion. . .127
  - From Abraham to the Talmudic Period. . .127
- JIM Scale: Student Questionnaire. . .103
- Junior Eysenck Personality Inventory
  - Extraversion. . .124
  - Lie Scale. . .103
  - Neuroticism. . .98
- Junior High School Mathematics Test
  - Concepts. . .85
  - Problem Analysis. . .66
  - Problems. . .84
  - Total. . .85
- Junior Scholastic Aptitude Test
  - Numerical. . .58
  - Verbal. . .45
- Junior-Senior High School Personality Questionnaire
  - Affected by Feeling vs. Emotionally Stable. . .98
  - Disregards Rules vs. Conscientiousness. . .101
  - Less Intelligent vs. More Intelligent. . .58
  - Obedient vs. Assertive. . .119
  - Relaxed vs. Tense. . .98
  - Reserved vs. Warmhearted. . .110
  - Self-Assured vs. Apprehensive. . .115
  - Shy vs. Adventurous. . .107
  - Sober vs. Enthusiastic. . .104
  - Sociably Group-Dependent vs. Self-Sufficient. . .110
  - Tough-Minded vs. Tender-Minded. . .104
  - Uncontrolled vs. Controlled. . .101
  - Undemonstrative vs. Excitable. . .107
  - Zestful vs. Circumspect Indivisualism. . .110

- K D Proneness Check List. . .115

K D Proneness Scale. . .115
Kahn Intelligence Tests: Experimental Form
  Blind. . .63
  Brief Placement Scale. . .58
  Concept Formation. . .58
  Main Scale. . .53
  Motor Coordination. . .172
  Recall. . .51
  Sign Language. . .172
Kahn Test of Symbol Arrangement. . .53
Kansas Junior High School Spelling Test. . .17
Kasanin-Hanfmann Concept Formation Test. . .58
Kent-Rosanoff Free Association Test. . .98
KeyMath Diagnostic Arithmetic Test
  Addition. . .74
  Division. . .74
  Fractions. . .74
  Geometry and Symbols. . .74
  Measurement. . .82
  Mental Computation. . .74
  Missing Elements. . .63
  Money. . .74
  Multiplication. . .74
  Numeration. . .81
  Numerical Reasoning. . .74
  Subtraction. . .74
  Time. . .82
  Total. . .66
  Word Problems. . .74
Kingston Test of Intelligence. . .58
Knauber Art Ability Test. . .1
Knuth Achievement Tests in Music: Recognition of Rhythm and Melody, Division 3. . .90
Kuder General Interest Survey
  Artistic. . .163
  Clerical. . .165
  Computational. . .165
  Literary. . .163
  Mechanical. . .155
  Musical. . .163
  Outdoor. . .162
  Persuasive. . .157
  Scientific. . .160
  Social Service. . .157
Kuhlmann-Anderson Test—Booklet EF. . .50
Kuhlmann-Anderson Test—Booklet G
  Quantitative Score. . .74
  Total Score. . .58
  Verbal Score. . .50
Kuhlmann-Finch Tests, Junior High School Test. . .58
Kwalwasser-Dykema Music Tests
  Intensity Discrimination. . .166
  Melodic Taste. . .91
  Pitch Discrimination. . .167
  Pitch Imagery. . .90
  Quality Discrimination. . .167
  Rhythm Discrimination. . .167
  Rhythm Imagery. . .90
  Time Discrimination. . .167
  Tonal Memory. . .167
  Tonal Movement. . .91
  Total Score. . .167
Kwalwasser-Ruch Test of Musical Accomplishment. . .90

Language Facility Test. . .50
Leadership Ability Evaluation
  Autocratic—Aggressive. . .107
  Autocratic—Submissive. . .107
  Democratic—Cooperative. . .107
  Laissez-Faire. . .107
  Total. . .107
Leadership Q-Sort Test
  Consideration for Others. . .153
  Decision Making. . .153
  Mental Health. . .153
  Personal Integrity. . .153
  Teaching and Communication. . .153
  Technical Information. . .153
  Total Score. . .153
Leblanc Music Talent Quiz. . .167
Lee Test of Algebraic Ability. . .58
Leiter International Performance Scale. . .149
Library Skills. . .15
Library Test
  Library Sources and Skills Test. . .15
  Library Sources and Uses of Information. . .15
  Library Survey Test. . .15
Lincoln Intermediate Spelling Test. . .17
Lindamood Auditory Conceptualization Test
  Isolated Sounds in Sequence. . .167
  Sounds with Syllable Patterns. . .167
  Total. . .167
Lorge-Thorndike Intelligence Tests: Level D
  Non-Verbal. . .59

    Verbal. . .59
Lorge-Thorndike Intelligence Tests: Level E
    Non-Verbal. . .59
    Verbal. . .59

Macbeth. . .30
MacQuarrie Test for Mechanical Ability
    Blocks. . .149
    Combined Score. . .171
    Copying. . .171
    Dotting. . .171
    Location. . .169
    Pursuit. . .169
    Tapping. . .171
    Tracing. . .171
Maintaining Reading Efficiency
    History of Brazil
        Comprehension Accuracy. . .8
        Rate of Reading. . .8
        Reading Efficiency. . .8
    History of India
        Comprehension Accuracy. . .8
        Rate of Reading. . .8
        Reading Efficiency. . .8
    History of Japan
        Comprehension Accuracy. . .9
        Rate of Reading. . .9
        Reading Efficiency. . .9
Maintaining Reading Efficiency
    History of New Zealand
        Comprehension Accuracy. . .9
        Rate of Reading. . .9
        Reading Efficiency. . .9
    History of Switzerland
        Comprehension Accuracy. . .9
        Rate of Reading. . .9
        Reading Efficiency. . .9
Making Objects. . .62
Manchester Scales of Social Adaptation
    Freedom of Movement. . .104
    Handling of Money. . .107
    Overall Total. . .45
    Responsibility in Home. . .101
    Self-Direction (Total). . .107
    Self-Help. . .107
    Social Perspective (Aesthetic). . .1
    Social Perspective (Current Affairs). . .144

    Social Perspective (General). . .45
    Social Perspective (Scientific). . .45
    Social Perspective (Sport). . .133
    Social Perspective (Total). . .45
    Socialization of Play/Leisure. . .124
Manipulative Aptitude Test
    Left Hand. . .172
    Right Hand. . .172
    Total Manipulative Aptitude. . .172
Match Problems V. . .62
Mathematical and Technical Test
    Calculations. . .75
    Completing Pictures. . .45
    Completing the Series. . .59
    Continuing Patterns. . .169
    Copying Models. . .170
    Figure Series. . .59
    Filling Up Gaps. . .149
    Geometrical Figures. . .54
    Remembering Drawings. . .51
    Technical Insight. . .149
    Total Test. . .58
Mathematics Attainment Test DE 1. . .75
Mathematics Attainment Test DE 2. . .75
Mathematics Attainment Test EF. . .75
Maudsley Personality Inventory
    Extraversion. . .107
    Neuroticism. . .98
McCall-Crabbs Standard Test Lessons in Reading
    Book D. . .9
    Book E. . .9
McGrath Test of Reading Skills
    Oral Paragraph Reading. . .20
    Word Meanings. . .45
    Word Recognition Test. . .20
McGuire Safe Driver Scale. . .94
McMenemy Measure of Reading Ability
    Comprehension. . .9
    Vocabulary. . .45
Meares-Sanders Junior High School History Test, Test I. . .141
Measuring Scale for Handwriting
    Quality of Handwriting. . .28
    Rate of Handwriting. . .28
Measurement of Skill
    Basic Screen Test—Vision. . .170
    Skill in Orientation. . .149
    Skill in Thinking. . .54

  Skill in Typing
    Number of Errors. . .145
    Number of Words Typed. . .145
  Skill with Fingers. . .172
  Skill with Memory. . .52
  Skill with Numbers. . .151
  Skill with Shape. . .149
  Skill with Vocabulary. . .45
  Skill with Words. . .62
  Speed and Accuracy. . .147
  Total Battery. . .146
Measures of Musical Abilities
  Chords. . .167
  Full Test Battery. . .167
  Pitch. . .167
  Rhythm. . .167
  Tunes. . .167
Measures of Self-Concept—Choose a Job Inventory. . .119
Measures of Self-Concept—Parental Approval Index. . .124
Measures of Self-Concept—Self Appraisal Inventory
  Family. . .115
  General. . .115
  Peer. . .110
  Scholastic. . .121
  Total Test. . .115
Measures of Self-Concept—What Would You Do?. . .115
Mechanical Aptitude Tests
  Non-Verbal Test
    Use of Tools and Materials. . .145
  Total Test. . .146
  Verbal Tests
    Comprehension of Mechanical Tasks. . .146
    Matching Tools and Operations. . .146
    Use of Tools and Materials. . .146
Mechanical Familiarity Test. . .146
Mechanical Knowledge Test. . .146
Mechanical Movements. . .149
Meier Art Tests
  Aesthetic Perception. . .2
  Art Judgment. . .3
Mellenbrush Mechanical Motivation Test. . .146
Memory for Designs Test. . .51
Memory for Events. . .52
Memory for Meanings. . .52
Mental Ability, Advanced Form 0
  Figure Analogies. . .54
  Inference. . .54
  Number Series. . .59
  Numerical Reasoning. . .75
  Total Test. . .53
  Vocabulary. . .46
Mental Alertness Normal Battery. . .53
Mental Alertness Test form A/1/2. . .46
Metropolitan Achievement Tests, Advanced
  Language. . .22
  Mathematics Computation. . .75
  Mathematics Concepts. . .81
  Mathematics Problem Solving. . .75
  Reading. . .9
  Science. . .136
  Social Studies. . .143
  Spelling. . .17
  Total Mathematics. . .75
  Total Reading. . .46
  Word Knowledge. . .46
Michigan Picture Test
  Combined Maladjustment Index. . .98
  Direction of Forces. . .98
  Interpersonal Relations. . .110
  Personal Pronouns. . .115
  Popular Objects. . .98
  Psychosexual Level. . .98
  Tension Index. . .98
  Verb Tense. . .101
Middleton Industrial Arts Test. . .38
Minimum Essentials for Modern Mathematics. . .75
Minnesota Checklist for Food Preparation and Serving. . .38
Minnesota Clerical Test
  Names. . .147
  Numbers. . .147
Minnesota High School Achievement Examinations
  Elementary Algebra
    Equations and Inequalities. . .85
    Operations with Polynomials and Rational Expressions. . .84
    Problem Solving. . .85
    Properties of the Number Systems. . .84
    Relations, Functions, and Graphs. . .85
    Total Test. . .83
  Language Arts Grade 7
    Capitalization. . .25
    Kinds of Sentences. . .25
    Language Study Skills. . .15
    Punctuation. . .25
    Spelling. . .17

  - Total Test. . .25
  - Usage. . .25
  - Word Knowledge. . .46
- Language Arts Grade 8
  - Capitalization and Punctuation. . .26
  - Classifying Kinds of Sentences. . .26
  - Classifying Sentences by Uses. . .26
  - Faulty Expression. . .26
  - Grammatical Terms. . .17
  - Grammatical Usage. . .26
  - Literature. . .29
  - Parts of Speech. . .23
  - Spelling. . .17
  - Total Test. . .22
  - Usage of Words. . .23
  - Verb Tense. . .23
  - Vocabulary. . .46
- Mathematics Grade 7
  - General Information About "Numbers". . .81
  - General Problems. . .81
  - Geometry. . .85
  - Measures and Measurements. . .82
  - Operations: Decimals, Whole Numbers and Fractions. . .75
  - Per Cents, Ratios and Reciprocals. . .75
  - Statistics and Graphs. . .86
  - Total Test. . .66
- Mathematics Grade 8
  - Algebra. . .85
  - Geometry. . .85
  - Our Number System. . .66
  - Statistics and Graphs. . .86
  - Total Test. . .81
- Science Grade 7
  - Conservation. . .135
  - General Biology. . .134
  - Health. . .135
  - Plants and Animals. . .134
  - Total Test. . .134
- Science Grade 8
  - Astronomy and Space. . .137
  - Conservation. . .135
  - Landforms. . .136
  - Meteorology and Climatology. . .136
  - Molding the Earth's Crust. . .136
  - Rocks and Minerals of the Earth. . .136
  - Sculpturing the Earth's Surface. . .136
  - The Earth's History. . .136
  - The Waters of the Earth. . .136
  - Total Test. . .136
- Social Studies Grade 7
  - European Nations Develop Colonies in New World/Struggle for Supremacy. . .141
  - How America Was Discovered and Explored. . .140
  - How Free America Built a New Nation. . .141
  - How Our Modern Industrial Nation Developed. . .141
  - The Colonists Win Independence/New World Shakes Off Old World Control. . .141
  - The Nation Gains in Size and Strength. . .141
  - The Nation Was Broken and Restored. . .141
  - The United States Becomes a World Leader. . .141
  - Total Test. . .141
- Social Studies Grade 8
  - Africa South of the Sahara. . .138
  - Asia. . .138
  - Australia and New Zealand. . .139
  - Canada. . .139
  - Introduction. . .139
  - Mexico, Central America, and the West. . .139
  - Middle East and North Africa. . .139
  - South America. . .139
  - Total Test. . .139
  - U.S.S.R. and Eastern Europe. . .139
  - Western Europe. . .139
- Minnesota Importance Questionnaire
  - Ability Utilization. . .119
  - Achievement. . .119
  - Activity. . .104
  - Advancement. . .119
  - Authority. . .107
  - Co-Workers. . .111
  - Company Policies and Practices. . .111
  - Compensation. . .119
  - Creativity. . .104
  - Independence. . .107
  - Moral Values. . .127
  - Recognition. . .119
  - Responsibility. . .107
  - Security. . .101
  - Social Service. . .112
  - Social Status. . .115
  - Supervision—Human Relations. . .111
  - Supervision—Technical. . .111
  - TCT Score. . .104
  - Variety. . .104

  Working Conditions. . .98
Minnesota Rating Scale for Personal Qualities and Abilities. . .94
Minnesota School Affect Assessment. . .121
Minnesota Spatial Relations Test
  All Boards. . .171
  Boards A and B. . .171
  Boards C and D. . .171
Mitchell Vocabulary Test. . .46
Modern Math Diagnostic Test Sheets. . .75
Modern Mathematics Supplement to the Iowa Tests of Basic Skills, Mathematics Concepts. . .75
Monroe's Standardized Silent Reading Test
  Self Scoring—Comprehension. . .9
  Self Scoring—Rating. . .9
Mooney Problem Check List J
  Boy and Girl Relations. . .124
  Health and Physical Development. . .98
  Home and Family. . .125
  Money, Work, the Future. . .98
  Relations to People in General. . .111
  School. . .121
  Self-Centered Concerns. . .98
  Total Test. . .128
Moore Eye-Hand Coordination Test
  Color Matching. . .171
  Speed of Eye-Hand Coordination. . .171
Multiple Aptitude Tests
  Numerical Reasoning
    Arithmetic Computation. . .75
    Arithmetic Reasoning. . .75
    Total Test. . .75
  Perceptual Speed
    Language Usage. . .26
    Routine Clerical Facility. . .147
    Total Test. . .147
  Scholastic Potential. . .75
  Spatial Visualization
    Applied Science and Mechanics. . .138
    Spatial Relations—2 Dimensions. . .150
    Spatial Relations—3 Dimensions. . .150
  Total Test. . .150
  Verbal Comprehension
    Paragraph Meaning. . .9
    Total Test. . .46
    Word Meaning. . .46
Music Achievement Tests—Test 1
  Interval Discrimination. . .91
  Meter Discrimination. . .92
  Pitch Discrimination. . .167
  Total. . .92
Music Achievement Tests—Test 2
  Auditory-Visual Discrimination
    Subtest A. . .91
    Subtest B. . .91
    Total. . .91
  Feeling for Tonal Center. . .91
  Major-Minor Mode Discrimination. . .91
  Total. . .91
Music Achievement Tests—Test 3
  Instrument Recognition. . .91
  Melody Recognition. . .92
  Pitch Recognition. . .91
  Tonal Memory. . .91
  Total. . .91
Music Achievement Tests—Test 4
  Auditory—Visual Discrimination. . .91
  Cadence Recognition. . .92
  Chord Recognition. . .167
  Musical Style
    Subtest A. . .92
    Subtest B. . .92
    Total. . .87
Musical Aptitude Profile
  Composite. . .92
  Musical Sensitivity
    Balance. . .92
    Phrasing. . .92
    Style. . .92
    Total. . .92
  Rhythm Imagery
    Meter. . .167
    Tempo. . .168
    Total. . .168
  Tonal Imagery
    Harmony. . .92
    Melody. . .92
    Total. . .92
Musical Talent Test. . .168
Myths of the World Test Series
  Gods and Myths of Northern Europe. . .30
  Greek Myths. . .30
  The Roman Way. . .30

National Achievement Tests

    American History Test. . .142
    Arithmetic Test. . .75
    Arithmetic Test
        Fundamentals. . .76
        Reasoning. . .76
    English Test (3-8). . .26
    English Test (6-8 Short Form). . .26
    English Test (7-12). . .26
    General Science Test. . .134
    Geography—Short Form. . .139
    Geography Test. . .139
    Health Test. . .37
    High School Reading Test. . .46
    History and Civics Test. . .142
    Literature Test. . .30
    Reading Comprehension Test—Form A. . .9
    Reading Comprehension Test—Form B. . .9
    Reading Tests. . .10
    Social Studies Test. . .139
    Spelling (5-8). . .17
    Spelling (7-9). . .17
    Vocabulary Test (3-8). . .46
    Vocabulary Test (7-12). . .46
National Achievement Tests, Advanced Battery
    Competence in Mathematics. . .76
    Competence in Social Studies—Health Education—Science. . .140
    Competence in the Language Arts. . .26
National Educational Development Tests
    Composite. . .46
    English Usage. . .28
    Mathematics Usage. . .66
    Natural Sciences Reading. . .10
    Social Studies Reading. . .10
    Test of Learning Ability. . .46
    Word Usage. . .46
Nelson Reading Test
    Paragraph Comprehension. . .10
    Total. . .46
    Vocabulary. . .46
New Junior Maudsley Inventory
    Extroversion. . .108
    Neuroticism. . .98
New South African Group Test, Intermediate
    Non-Verbal. . .59
    Total. . .59
    Verbal. . .59
New South African Group Test, Junior

    Non-Verbal. . .59
    Total. . .59
    Verbal. . .59
Nines. . .59
NM Concepts of Ecology Test—Level I. . .135
Non-Verbal Test DH. . .50
Non-Verbal Test 4. . .50
Normal Battery
    Comprehension. . .10
    Computation. . .76
    Mental Alertness. . .59
    Spelling. . .17
    Vocabulary. . .46
Normal Handwriting Scale. . .28
Northumberland Mental Tests. . .59
Number Test DE. . .81

Objective-Analytic Anxiety Battery
    Acceptance of Good Aphorisms (Wise Statements). . .104
    Composite Anxiety Score. . .99
    Critical Severity vs. Indulgent Standards (Real Life Judgments). . .112
    Emotionality of Comment (What Is Your Comment?). . .104
    Honesty in Admitting Common Frailties (Do You Sometimes . . .?). . .115
    Modesty in Assuming Skill in Untried Performance (Survey of Experience and Skills). . .115
    Number of Friends Recalled (Friends). . .111
    Susceptibility to Annoyance (Common Annoyances). . .99
    Susceptibility to Embarrassment (Embarrassing Circumstances). . .99
Occupational Interest Inventory: Intermediate
    Business. . .165
    Computational. . .165
    Level of Interests. . .113
    Manipulative. . .155
    Mechanical. . .155
    Natural. . .162
    Personal-Social. . .157
    The Arts. . .163
    The Sciences. . .160
    Verbal. . .157
Ohio Vocational Interest Survey
    Agriculture. . .162
    Applied Technology. . .160
    Appraisal. . .160
    Artistic. . .164

    Caring for People or Animals. . .157
    Clerical Work. . .165
    Crafts and Precise Operations. . .155
    Customer Service. . .157
    Entertainment and Performing Arts. . .164
    Inspecting and Testing. . .155
    Literary. . .164
    Machine Work. . .155
    Management and Supervision. . .157
    Manual Work. . .155
    Medical. . .160
    Music. . .164
    Numerical. . .165
    Nursing and Related Technical Services. . .157
    Personal Services. . .157
    Promotion and Communication. . .157
    Sales Representative. . .157
    Skilled Personal Services. . .158
    Teaching, Counseling, and Social Work. . .158
    Training. . .158
Oliphant Auditory Synthesizing Test. . .168
Oral Reading Criterion Test. . .20
Orleans-Hanna Algebra Prognosis Test. . .84
Oseretsky Tests of Motor Proficiency
    Dynamic Manual. . .130
    General Dynamic. . .130
    General Static. . .130
    Motor Level. . .131
    Simulated Movement. . .131
    Speed. . .131
    Synkinesia. . .131
Otis Self-Administering Tests of Mental Ability, Intermediate Examination. . .47
Otis-Lennon Mental Ability Test: Intermediate Level. . .59

Pacific Design Construction Test. . .150
Patterson Test or Study Exercises on the Constitution of the United States. . .140
Peabody Individual Achievement Test
    General Information. . .47
    Mathematics. . .76
    Reading Comprehension. . .10
    Reading Recognition. . .20
    Spelling. . .18
    Total. . .3
Peabody Picture Vocabulary Test. . .47
Perceptual Maze Test, Children's Maze. . .150
Perceptual Speed (Identical Forms). . .170
Personal Adjustment Inventory
    Daydreaming Subscale. . .101
    Family Maladjustment Subscale. . .125
    Personal Inferiority Subscale. . .115
    Social Maladjustment Subscale. . .125
    Total. . .116
Personal Audit—Form SS
    Firmness—Indecision. . .108
    Frankness—Evasion. . .111
    Seriousness—Impulsiveness. . .158
    Stability—Instability. . .99
    Tolerance—Intolerance. . .112
    Tranquility—Irritability. . .99
Personality Inventory
    Dominance—Submission. . .108
    Introversion—Extroversion. . .99
    Neurotic Tendency. . .99
    Self-Confidence. . .116
    Self-Sufficiency. . .111
    Sociability. . .111
Personality Rating Scale
    Boisterous—Quietness. . .108
    Cooperation. . .112
    Courtesy. . .126
    Dependability. . .102
    Disposition. . .99
    Entertaining. . .125
    Generosity. . .112
    Good Sport. . .133
    Honesty. . .126
    Intelligence. . .104
    Interests. . .113
    Neatness. . .102
    Nervousness—Calmness. . .99
    Patience. . .112
    Pep. . .104
    Persistence. . .119
    Popularity. . .125
    Punctuality. . .102
    Religiousness. . .127
    Sense of Humor. . .125
    Sociability. . .111
    Thoughtfulness. . .112
Personnel Classification Test
    Numerical. . .76
    Total. . .47

    - Verbal. . .47
- Peters Biblical Knowledge Test
    - New Testament. . .127
    - Old Testament. . .127
    - Total. . .127
- Pictographic Self-Rating Scale. . .121
- Pictorial Completion Test II. . .50
- Picture Interest Inventory
    - Aesthetic. . .164
    - Business. . .165
    - Computational. . .160
    - Interpersonal Service. . .158
    - Mechanical. . .155
    - Natural. . .162
    - Scientific. . .161
    - Time Perspective. . .119
    - Verbal. . .161
- Piers-Harris Children's Self Concept Scale
    - Anxiety. . .99
    - Behavior. . .125
    - Happiness and Satisfaction. . .116
    - Intellectual and Social Status. . .116
    - Physical Appearance and Attributes. . .116
    - Popularity. . .125
- Pimsleur French Proficiency Tests—First Level
    - Listening Comprehension. . .32
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- Pimsleur French Proficiency Tests—Second Level
    - Listening Comprehension. . .32
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- Pimsleur German Proficiency Tests—First Level
    - Listening Comprehension. . .32
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- Pimsleur German Proficiency Tests—Second Level
    - Listening Comprehension. . .33
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- Pimsleur Language Aptitude Battery
    - Auditory. . .168
    - Grades in Major Subjects. . .121
    - Interest. . .34
    - Language Analysis. . .54
    - Sound Discrimination. . .168
    - Sound-Symbol Association. . .168
    - Total. . .168
    - Verbal. . .47
    - Vocabulary. . .47
- Pimsleur Spanish Proficiency Tests—First Level
    - Listening Comprehension. . .33
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- Pimsleur Spanish Proficiency Tests—Second Level
    - Listening Comprehension. . .33
    - Reading Comprehension. . .32
    - Speaking Proficiency. . .33
    - Writing Proficiency. . .33
- PMA. . .see Primary Mental Abilities
- Poetry Test: Junior High School. . .29
- Point Scale of Performance Tests—Revised Form II
    - Arthur Stencil Design Test 1. . .150
    - Full Scale. . .150
    - Healy Picture Completion Test II. . .50
    - Knox Cube Test (Arthur Revision). . .52
    - Porteus Maze Test (Arthur Revision). . .150
    - Seguin Form Board Test (Arthur Revision). . .171
- Porteus Maze Test (Arthur Revision). . .150
- Possible Jobs. . .62
- Power of Influence Test. . .125
- Practical Dexterity Board. . .172
- Prescriptive Mathematics Inventory Interim Evaluation Tests—Purple Level
    - Addition of Decimals
        - Addition with Regrouping. . .76
        - Addition without Regrouping. . .76
    - Addition of Fractions
        - Addition with Regrouping. . .76
        - Addition without Regrouping. . .76
        - Preoperational Concepts. . .76
    - Division of Decimals
        - Tenths, Hundreds. . .76
        - Tenths, Hundreds, Whole, Mixed. . .76
    - Division of Fractions
        - Mixed Fractions. . .76
        - Proper Fractions. . .76
        - Inequalities and Number Theory. . .81
    - Measurement

        - Clock and Calendar. . .82
        - Linear Measure. . .82
        - Liquid Measures. . .82
        - Metric Geometry. . .82
        - Temperature and Money. . .76
        - Weight. . .82
        - Missing Addends and Factors. . .76
    - Multiplication of Decimal Numbers
        - Multiplication Involving Fractions and Numbers. . .76
        - Multiplication Involving Whole Numbers. . .77
        - Multiplication of Fractions. . .77
    - Non-Metric Geometry
        - Angles and Triangles. . .85
        - Plane Figures. . .85
        - Points, Lines, Rays. . .86
        - Proportion, Symmetry, Coordinates. . .86
        - Solid Figures. . .86
    - Numeration Systems
        - Roman Numerals. . .81
        - Place Value. . .81
    - Operations with Negative Integers. . .81
    - Operations with Whole Numbers
        - Addition and Subtraction. . .77
        - Division. . .77
        - Multiplication. . .77
        - Number Sequences and Statistics. . .87
    - Per Cent. . .81
    - Properties
        - Communitative, Associative, Distributive. . .84
        - Identity Element, Inverse Relationships. . .84
    - Rounded Numbers. . .82
    - Sets. . .82
    - Subtraction of Decimals. . .77
    - Subtraction of Fractions
        - Subtraction with Regrouping. . .77
        - Subtraction without Regrouping. . .77
- Prescriptive Mathematics Inventory—Level C. . .66
- Prescriptive Teaching Series
    - Auditory Skills. . .18
    - Math Skills. . .77
    - Motor Skills. . .131
    - Reading and Language Skills. . .22
    - Visual Skills. . .170
    - Visual-Motor Skills. . .22
- Pressey Senior Classification Test. . .47
- Pressey Senior Verifying Test. . .47
- Primary Business Interests Test
    - Accounting. . .165
    - Collections and Adjustments. . .158
    - Sales-Office. . .165
    - Sales-Store. . .155
    - Stenographic-Filing. . .165
- Primary Mental Abilities for Grades 6-9
    - Number Facility. . .77
    - Reasoning. . .60
    - Spatial Relations. . .150
    - Total Score. . .60
    - Verbal Meaning. . .47
- Problem Check List. . . see also Mooney Problem Check List H
- Prognostic Test of Mechanical Abilities
    - Arithmetic Computation. . .77
    - Checking Measurements. . .150
    - Identification and Use of Tools. . .146
    - Reading Simple Drawings and Blueprints. . .38
    - Spatial Relationships. . .150
    - Total. . .146
- Progressive Achievement Tests
    - Listening Comprehension
        - Part 5. . .21
        - Part 6. . .21
        - Part 7. . .21
    - Reading Comprehension
        - Part 6. . .10
        - Part 7. . .10
    - Reading Vocabulary
        - Part 6. . .47
        - Part 7. . .47
- Proverbs Test—Best Answer Form. . .50
- Proverbs Test—Form I. . .50
- Public School Achievement Tests
    - Arithmetic Computation. . .77
    - Arithmetic Reasoning. . .77
    - Grammar. . .23
    - Language Usage. . .26
    - Reading. . .10
    - Spelling (Dictation). . .18
    - Total. . .77
- Pupil Behavior Inventory
    - Academic Motivation and Performance. . .119
    - Classroom Conduct. . .126
    - Personal Behavior. . .126
    - Socio-Emotional State. . .99
    - Teacher Dependence. . .108
- Pupil Progress Series—Diagnostic Reading, Advanced—A

    Function of Common Sources. . .15
    Knowledge and Use of Sources. . .15
    Rate of Reading for Meaning. . .10
    Reading Comprehension. . .10
    Reading for Descriptions. . .10
    Reading for Directions or Procedures. . .10
    Reading for Meaning. . .10
    Reading for Recall of Information. . .52
    Reading to Locate Information. . .10
    Selection of the Best Source. . .15
    Use of the Index. . .15
    Use of the Table of Contents. . .15
    Word Meaning. . .47
Purdue Non-Language Personnel Test. . .60
Purpose in Life Test. . .119

Q-Tags Test of Personality—Form i
    Affective. . .99
    Assertive. . .119
    Effective. . .108
    Hostility. . .112
    Reverie. . .102
    Social. . .111
Q-Tags Test of Personality—Form w
    Affective. . .99
    Assertive. . .119
    Effective. . .108
    Hostility. . .113
    Reverie. . .102
    Social. . .111
Quick Test. . .47

Rating Scale for Pupil Adjustment
    Aggressive Behavior. . .108
    Inhibitory Control. . .108
    Introversive—Extroversive. . .111
    Motor Control. . .131
    School Achievement. . .119
    Tendency Toward Depression. . .99
    Total Emotional Adjustment. . .99
Raven Progressive Matrices. . .see Advanced Progressive Matrices
Read General Science Test. . .136
Reader's Inventory. . .10
Reading Comprehension Test. . .10
Reading Tests EH 1-3
    Comprehension. . .10
    Continuous Prose. . .11
    Vocabulary. . .11
Reading Versatility Test—Basic
    1a. Rate of Reading. . .11
    1b. Comprehension. . .11
    2a. Rate of Reading. . .11
    2b. Comprehension. . .11
    3a. Rate of Skimming. . .11
    3b. Comprehension. . .11
    4a. Rate of Scanning. . .11
    4b. Comprehension. . .11
Reading Versatility Test—Intermediate
    1a. Rate of Reading. . .11
    1b. Comprehension. . .11
    2a. Rate of Reading. . .11
    2b. Comprehension. . .11
    3a. Rate of Skimming. . .11
    3b. Comprehension. . .11
    4a. Rate of Scanning. . .11
    4b. Comprehension. . .11
Responding: Ginn Interrelated Sequences in Literature
    Diagnostic Tests of Specific Skills 7
        Completing a Poem. . .12
        Perceiving Character Traits. . .12
        Perceiving Tone and Mood. . .31
        Recognizing Puns. . .12
        Recognizing Systematic Organization. . .50
        Recognizing the Appropriate Word. . .12
        Understanding Comparisons. . .31
    Diagnostic Tests of Specific Skills 8
        Completing a Poem. . .12
        Perceiving Character Traits. . .12
        Perceiving Tone and Mood. . .31
        Recognizing Puns. . .12
        Recognizing Systematic Organization. . .50
        Recognizing the Appropriate Word. . .12
        Understanding Comparisons. . .31
    Growth Test 7. . .12
    Growth Test 8. . .12
    Pretest 7. . .12
    Pretest 8. . .12
Rhode Sentence Completion. . .113
Robbins Speech Sound Discrimination Tests for Older Children. . .21

Safran Student's Interest Inventory
    Artistic. . .164
    Economic. . .165
    Humane. . .158

  Outdoor. . .162
  Scientific. . .161
  Service. . .158
  Technical. . .155
Scarlet Letter. . .see The Scarlet Letter
SCAT. . .see School and College Ability Tests
Schonell Diagnostic Arithmetic Tests
  Addition Combinations. . .77
  Division Combinations. . .77
  Graded Addition. . .77
  Graded Division. . .77
  Graded Long Division (Easy Steps). . .78
  Graded Long Division (Harder Steps). . .78
  Graded Mental Arithmetic. . .78
  Graded Multiplication (8a). . .78
  Graded Multiplication (8b). . .78
  Graded Subtraction. . .78
  Miscellaneous Combinations. . .78
  Multiplication Combinations. . .78
  Subtraction Combinations. . .78
Schonell Diagnostic English Tests
  Capital Letters and Punctuation. . .26
  Composition. . .28
  English Usage. . .50
  Sentence Structure. . .28
  Vocabulary. . .47
Schonell Reading Tests
  Graded Word Reading Test. . .20
  Graded Word Spelling Test A. . .18
  Silent Reading Test A. . .12
  Silent Reading Test B. . .12
  Simple Prose Reading Test. . .12
School and College Ability Tests—Series II, Level 3
  Mathematics. . .78
  Total. . .60
  Verbal. . .60
School Interest Inventory. . .121
School Morale Scale
  Administration, Regulations, Staff. . .121
  Community Support and Parental Involvement. . .121
  General Feelings About School. . .121
  Instruction and Instructional Materials. . .122
  Other Students. . .122
  School Plant. . .122
  Teacher-Student Relationships. . .122
  Total. . .122
School Motivation Analysis Test
  Assertiveness. . .119
  Fear, Escape. . .99
  Mating. . .125
  Narcism. . .116
  Protectiveness. . .113
  Pugnancy—Sadism. . .99
  Self-Sentiment. . .116
  Sentiment to Home. . .125
  Sentiment to School. . .122
  Superego. . .111
Schrammel-Gray High School and College Reading Test
  Comprehension-Efficiency. . .12
  Gross Comprehension. . .12
  Reading Rate. . .12
Science Vocabulary Inventory. . .47
Seashore Measures of Musical Talents
  Loudness. . .168
  Pitch. . .168
  Rhythm. . .168
  Timbre. . .168
  Time. . .168
  Tonal Memory. . .168
Second Year French Test. . .32
Second Year Spanish Test. . .32
Seeing Problems. . .62
Self Valuation Test. . .116
Self-Concept Adjective Checklist. . .116
Self-Concept and Motivation Inventory—Secondary Form
  Achievement Investment. . .120
  Goal Achievement Needs. . .120
  Role Expectations. . .116
  Self Adequacy. . .120
Self-Esteem Inventory—Form A
  General Self. . .116
  Home-Parents. . .116
  Lie Scale. . .116
  School-Academic. . .116
  Social Self-Peers. . .116
  Total. . .116
Self-Esteem Inventory—Form B. . .116
Selmer Music Guidance Survey
  Chords. . .168
  Melody. . .168
  Pitch. . .168
  Rhythm. . .168
  Total. . .169
Sequential Tests of Educational Progress, Level 3

- English Expression. . .28
- Mathematics
  - Computation. . .78
  - Concepts. . .66
- Mechanics of Writing
  - Capitalization and Punctuation. . .26
  - Spelling. . .18
  - Total. . .18
- Reading. . .13
- Science. . .134
- Social Studies. . .142

Shipley-Institute of Living Scale
- Abstraction. . .60
- Conceptual Quotient. . .47
- Total. . .47
- Vocabulary. . .48

Short Form Test of Academic Aptitude—Level 4
- Analogies. . .60
- Language. . .48
- Memory. . .53
- Non-Language. . .60
- Sequences. . .60
- Total. . .60
- Vocabulary. . .48

Short Tests of Educational Ability—Level 4
Shorthand Aptitude Test. . .18
Silas Marner. . .30
Similies. . .29
Simplex Group Intelligence Scale. . .60
Simplex Intelligence Test GNV. . .60
Simplex Junior 'A' Test. . .48
Simplex Junior Intelligence Scale. . .48
Sketches. . .62
Slosson Drawing Coordination Test for Children and Adults. . .171
Slosson Intelligence Test for Children and Adults. . .48
Slosson Oral Reading Test. . .20
Snyder Knuth Music Achievement Test. . .91
Social Adjustment Inventory. . .99
Social Insight Test. . .64
Social Studies Test. . .142
Softball Skills Tests for Boys
- Base Running. . .131
- Catching Fly Balls. . .131
- Fielding Ground Balls. . .131
- Fungo Hitting. . .131
- Overhand Throw for Accuracy. . .131
- Speed Throw. . .131
- Throw for Distance. . .131
- Underhand Pitching. . .131

Softball Skills Tests for Girls
- Base Running. . .131
- Catching Fly Balls. . .131
- Fielding Ground Balls. . .131
- Fungo Hitting. . .131
- Overhand Throw for Accuracy. . .132
- Speed Throw. . .132
- Throw for Distance. . .132
- Underhand Pitching. . .132

Southend Attainment Test in Mechanical Arithmetic. . .78
Southend Test of Intelligence. . .60
Spatial Test 1. . .150
Specific Language Disability Test
- Auditory Discrimination. . .169
- Auditory Memory to Motor. . .52
- Auditory to Visual. . .52
- Comprehension. . .53
- Spelling—Auditory to Motor. . .18
- Test I Visual to Motor. . .28
- Test II Visual to Motor. . .28
- Visual Discrimination. . .170
- Visual Memory. . .52
- Visual Memory to Motor. . .52

Speech and Oral English Test. . .20
Speech Defect Questionnaire. . .20
SRA Assessment Survey, Achievement Series—Green Level
- Composite. . .4
- Language Arts
  - Grammatical Usage. . .26
  - Spelling. . .18
  - Total. . .26
- Mathematics
  - Computation. . .78
  - Concepts. . .78
  - Total. . .78
- Reading
  - Comprehension. . .13
  - Total. . .13
  - Vocabulary. . .48
- Science. . .136
- Social Studies. . .143
- Use of Sources. . .15

SRA Assessment Survey, Achievement Series—Red Level
- Composite. . .4
- Language Arts

    Grammatical Usage. . .26
    Spelling. . .18
    Total. . .26
  Mathematics
    Computation. . .78
    Concepts. . .78
    Total. . .78
  Reading
    Comprehension. . .13
    Total. . .13
    Vocabulary. . .48
  Science. . .137
  Social Studies. . .143
  Use of Sources. . .15
SRA High School Placement Test
  Arithmetic. . .79
  Composite. . .13
  Educational Ability. . .60
  Modern Mathematics. . .84
  Reading—Language Arts. . .13
  Science Methodology. . .137
  Social Studies. . .13
SRA Non-Verbal Form. . .60
SRA Reading Record
  Comprehension. . .13
  Everyday Reading Skills. . .13
  Reading Rate. . .13
  Total. . .13
  Vocabulary. . .48
SRA Typing Skills. . .145
SRA Verbal Form
  Linguistic. . .48
  Quantitative. . .60
  Total. . .48
Staffordshire Test of Computation. . .79
Standard Progressive Matrices. . .60
Standardized Tests of Musical Intelligence
  Shortened Form. . .169
  Total. . .169
Stanford Achievement Test: Advanced
  Basic Battery. . .79
  Complete Battery. . .79
  Language. . .27
  Mathematics Applications. . .79
  Mathematics Computation. . .79
  Mathematics Concepts. . .82
  Reading Comprehension. . .13
  Science. . .137
  Social Science. . .144
  Spelling. . .18
  Total Mathematics. . .79
  Total Reading. . .13
  Vocabulary. . .48
Stanford-Binet Intelligence Scale. . .40
Stanford Diagnostic Arithmetic Test
  Common Fractions
    Computation. . .79
    Total. . .79
    Understanding. . .79
  Computation with Whole Numbers
    Addition and Subtraction. . .79
    Division. . .79
    Multiplication. . .79
    Total. . .79
  Concepts of Numbers and Numerals
    Decimal Place Value. . .82
    Number System and Operations. . .79
    Total. . .80
  Decimal Fractions and Per Cent. . .80
  Number Facts
    Addition. . .80
    Carrying. . .80
    Division. . .80
    Multiplication. . .80
    Subtraction. . .80
Stanford Diagnostic Reading Test
  Blending. . .18
  Rate of Reading. . .13
  Reading Comprehension
    Inferential. . .13
    Literal. . .13
    Total. . .14
  Sound Discrimination. . .18
  Syllabication. . .18
  Vocabulary. . .48
Stanford Test of Academic Skills—Level 1
  English. . .27
  Mathematics. . .80
  Reading. . .14
State-Trait Anxiety Inventory (Self Evaluation Questionnaire)
  A-State. . .100
  A-Trait. . .100
Stencil Design Test 1. . .150
Structural Dexterity Test. . .172

STS Junior Inventory
  About Me and My School. . .122
  About Myself. . .116
  Getting Along with Others. . .125
  Things in General. . .120
STS Youth Inventory
  About Myself. . .100
  After High School. . .120
  Getting Along with Others. . .126
  My School. . .122
  Things in General. . .102
Student Evaluation Scale (SES)
  Educational Response. . .120
  Social-Emotional Response. . .125
  Total Student Response. . .120
Students Typewriting Test
  Typewriting I—First Semester. . .145
  Typewriting II—Second Semester. . .145
  Typewriting III—Third Semester. . .145
  Typewriting IV—Fourth Semester. . .145
Study Attitudes and Methods Survey
  Academic Drive-Conformity. . .120
  Academic Interest-Love of Learning. . .122
  Alienation Toward Authority. . .122
  Manipulation. . .125
  Study Anxiety. . .117
  Study Methods. . .15
Study Skills Surveys
  Study Motivation Survey. . .122
  Study Organization Survey. . .15
  Study Techniques Survey. . .15
  Total. . .15
Subsumed Abilities Tests
  Abstraction. . .60
  Conceptualization. . .61
  Demonstrated Abilities. . .61
  Potential Abilities. . .61
  Recognition. . .61
Sucher-Allred Reading Placement Inventory
  Oral Reading Paragraph Test
    Comprehension. . .14
    Word Recognition. . .20
  Word Recognition Test. . .20
Survey of Arithmetic Achievement: Junior High Level. . .80
Survey of Language Achievement: Junior High Level
  English. . .27
  Spelling. . .18
Survey of Reading Achievement: Junior High Level. . .48
Survey of Study Habits and Attitudes
  Delay Avoidance. . .120
  Education Acceptance. . .122
  Study Attitudes. . .122
  Study Habits. . .16
  Study Orientation. . .122
  Teacher Approval. . .122
  Work Methods. . .16
Survey Test of Algebraic Aptitude. . .80
Survey Test of Arithmetic Fundamentals
  Decimals and Percentage. . .80
  Fractions. . .80
  Measurement. . .82
  Total. . .80
  Whole Numbers. . .80
Survey Test of Vocabulary. . .48

Tale of Two Cities. . .see A Tale of Two Cities
Tapping Test. . .172
Taylor-Johnson Temperament Analysis, Secondary Edition
  Active-Social. . .104
  Attitude Scale. . .100
  Depressive. . .100
  Dominant. . .108
  Expressive-Responsive. . .111
  Hostile. . .113
  Nervous. . .100
  Self-Disciplined. . .102
  Subjective. . .100
  Sympathetic. . .113
Teaching Test on Syphilis and Gonorrhea. . .37
Telling What I Do (Detroit Adjustment Inventory). . .100
Tennessee Self Concept Scale
  Behavior. . .117
  Column Total V. . .117
  Distribution. . .117
  Family Self. . .117
  Identity. . .117
  Moral-Ethical Self. . .117
  Personal Scale. . .117
  Physical Self. . .117
  Row Total V. . .117
  Self Criticism. . .117
  Self Satisfaction. . .117
  Social Self. . .117
  Total P. . .117

- Total Variability. . .117
- Test
  - Adjectives and Adverbs. . .23
  - Correct Usage. . .24
  - Nouns. . .23
  - Prepositions, Conjunctions, and Interjections. . .23
  - Pronouns. . .23
  - Variety in Sentence Arrangement. . .28
  - Verbs. . .23
- Test for Ability to Sell
  - Following Store Directions. . .148
  - Judgment in Selling Situations. . .144
  - Learning Selling Points in Merchandise. . .53
  - Memory for Names and Faces. . .52
  - Observation of Behavior. . .144
  - Selling Problems. . .83
  - Total. . .144
- Test for High School Entrants
  - Arithmetic Reasoning and Computation. . .80
  - English. . .27
  - General Information. . .142
  - Reading Comprehension. . .14
  - Total. . .14
- Test of Active Vocabulary. . .48
- Test of Creative Potential
  - License Plate Words. . .62
  - Picture Decoration. . .63
  - Total. . .63
  - Writing Words. . .63
- Test of General Ability, Level 4
  - Non-Verbal. . .61
  - Numerical. . .80
  - Total. . .61
  - Verbal. . .14
- Test of "g": Culture Fair
  - Scale 2. . .61
  - Scale 3. . .61
- Test of Perceptual Organization. . .148
- Test of Reading, Inter-American Series, Level 4
  - Level of Comprehension. . .14
  - Speed of Comprehension. . .48
  - Total. . .49
  - Vocabulary. . .49
- Test of Social Insight, Youth Edition
  - Aggressiveness. . .108
  - Competitiveness. . .108
  - Cooperativeness. . .125
  - Passivity. . .104
  - Total. . .108
  - Withdrawal. . .111
- Tests of Achievement in Basic Skills, Level C
  - Mathematics
    - Arithmetic Skills. . .80
    - Geometry—Measurement—Application. . .86
    - Modern Concepts. . .82
    - Total. . .80
- Tests of General Ability: Grades 6 to 9
  - Reasoning. . .61
  - Total. . .61
  - Verbal. . .49
- The House of the Seven Gables. . .see House of the Seven Gables
- The Scarlet Letter. . .30
- Thinking Creatively with Sounds and Words
  - Onomatopeia and Images. . .62
  - Sounds and Images. . .62
- Thompson Smoking and Tobacco Knowledge Test. . .35
- Tilson-Gretsch Musical Aptitude Test
  - Intensity. . .169
  - Pitch. . .169
  - Time. . .169
  - Tonal Memory. . .169
  - Total. . .169
- Torrance Tests of Creative Thinking: Thinking Creatively with Pictures
  - Figural Elaboration. . .63
  - Figural Flexibility. . .62
  - Figural Fluency. . .63
  - Figural Originality. . .62
  - Title Originality. . .62
  - Verbal Elaboration. . .63
  - Verbal Flexibility. . .62
  - Verbal Fluency. . .63
  - Verbal Originality. . .62
- Traxler Silent Reading Test
  - Paragraph Comprehension. . .14
  - Reading Rate. . .14
  - Story Comprehension. . .14
  - Total Comprehension. . .49
  - Total Score. . .49
  - Word Meaning. . .39
- Treasure Island. . .30
- Turse Clerical Aptitudes Test
  - Alphabetizing. . .147
  - Checking Speed. . .147

  - Classifying—Sorting. . .147
  - Clerical Accuracy. . .148
  - Clerical Speed Score. . .148
  - General Clerical Aptitude. . .148
  - Learning Ability Score. . .81
  - Number Skills. . .81
  - Verbal Skills. . .18
  - Written Directions. . .148
- Tweezer Dexterity Test. . .172
- Typing Skills
  - Form A. . .145
  - Form B. . .145
  - Form K. . .145
  - Form 2. . .145
- Typing Review. . .145

- Understanding Communication. . .49
- Utah Test of Language Development. . .49

- Venereal Disease Knowledge Inventory. . .37
- Verbal Language Development Scale. . .31
- Verbal Test D. . .49
- Verbal Test EF. . .49
- Verbal Test GH. . .49
- Vineland Social Maturity Scale. . .122
- Vision, Hearing, and Motor Coordination: Elementary Pre-Tests
  - Auditory Acuity. . .169
  - Motor Coordination. . .171
  - Visual Acuity. . .170
- Vocational Planning Inventory: High School Prediction Program
  - See. . .Flanagan Aptitude Classification Test
    - Flanagan Industrial Tests
    - SRA Arithmetic Index
    - SRA Pictorial Reasoning Test
    - SRA Verbal Form
    - Survey of Interpersonal Values
    - Survey of Personal Values
- Volleyball Skills Tests for Boys and Girls
  - Passing. . .132
  - Serving. . .132
  - Set-up. . .132
  - Volleying. . .132
- Votaw Algebra Test. . .83

- Wahler Self-Description Inventory
  - Favorable Scale. . .117
  - Unfavorable Scale. . .117
- Watkins-Farnum Performance Scale
  - B-flat Cornet; Baritone (treble clef). . .93
  - Flute. . .93
  - French Horn. . .93
  - Saxophone, Oboe. . .93
  - Snare Drum. . .93
  - Soprano Clarinet, Alto Clarinet and Bass Clarinet. . .93
  - Trombone, Baritone (bass clef), Bassoon. . .93
  - Tuba. . .93
- Watson English Usage and Appreciation Test. . .22
- Wechsler Intelligence Scale for Children
  - Arithmetic. . .81
  - Block Design. . .150
  - Coding B. . .171
  - Comprehension. . .65
  - Digit Span. . .52
  - Full Scale Score. . .40
  - Information. . .49
  - Mazes. . .150
  - Object Assembly. . .150
  - Performance Score. . .150
  - Picture Arrangement. . .61
  - Picture Completion. . .64
  - Similarities. . .51
  - Verbal Score. . .49
  - Vocabulary. . .49
- Welsh Figure Preference Test, Research Edition
  - Conformance. . .2
  - Don't Like Score. . .2
  - Figure-Ground-Reversal. . .2
  - Male-Female Scale. . .2
  - Movement. . .2
  - Neuropsychiatric Scale. . .2
  - Repeat Score. . .2
  - Revised Art Scale. . .2
  - Sex Symbol, Combined. . .2
  - Sex Symbol, Female. . .2
  - Sex Symbol, Male. . .2
  - Sex Symbol, Mixed. . .2
  - Sex Symbol, Neutral. . .2
- What I Like To Do
  - Active Play. . .133
  - Art. . .2
  - Home Arts. . .166
  - Manual Arts. . .155
  - Music. . .93
  - Quiet Play. . .31
  - Science. . .161
  - Social Studies. . .144

What You Do and What You Think (Children's Personality Questionnaire)
  Affected by Feelings vs. Emotionally Stable. . .117
  Anxiety. . .100
  Casual vs. Controlled. . .122
  Expedient vs. Conscientious. . .108
  Extraversion. . .104
  Forthright vs. Shrewd. . .108
  Independence. . .94
  Less Intelligent vs. More Intelligent. . .61
  Obedient vs. Assertive. . .108
  Phlegmatic vs. Excitable. . .100
  Relaxed vs. Tense. . .100
  Reserved vs. Warmhearted. . .111
  Self-Assured vs. Apprehensive. . .118
  Shy vs. Venturesome. . .104
  Sober vs. Happy-Go-Lucky. . .104
  Tough-Mineded vs. Tender-Minded. . .104
  Tough Poise. . .108
  Vigorous vs. Circumspect. . .111
Wide Range Achievement Test—Level II
  Arithmetic. . .81
  Reading. . .20
  Spelling. . .18
Wide Range Interest-Opinion Test
  Activity by Sex. . .162
  Agreement. . .158
  Ambition. . .158
  Art. . .164
  Athletics. . .162
  Biological Science. . .161
  Chosen Skill Level. . .158
  Drama. . .164
  Interest Spread. . .153
  Literature. . .158
  Machine Operation. . .155
  Management. . .158
  Mechanics. . .155
  Music. . .164
  Number. . .161
  Office Work. . .165
  Outdoor. . .162
  Personal Service. . .158
  Physical Science. . .155
  Protective Service. . .158
  Risk. . .162
  Sales. . .158
  Sedentariness. . .165
  Social Science. . .158
  Social Service. . .158
Wide Range Vocabulary Test. . .49
Wide-Span Reading Test. . .49
Williams Reading Test. . .14
Williams' Awareness Sentence Completion. . .127
Willing Scale for Measuring Written Composition
  Form Value. . .27
  Story Value. . .29
Wilson Driver Selection Test
  Depth Visualization. . .170
  Eye-Hand Coordination. . .171
  Recognition of Complex Detail. . .148
  Recognition of Simple Detail. . .170
  Steadiness. . .171
  Total. . .170
  Visual Attention. . .170
WISC. . .see Wechsler Intelligence Scale for Children
Wisconsin Contemporary Test of Elementary Mathematics
  Concepts. . .66
  Facts. . .66
  Total. . .66
Word Clue Test. . .49
Word Discrimination Test. . .19
Word Fluency—Form A. . .63
Word Understanding. . .49
Work Interest Index (Non-Verbal). . .153
Work Values Inventory
  Achievement. . .120
  Altruism. . .159
  Associates. . .152
  Creativity. . .164
  Economic Returns. . .152
  Esthetics. . .164
  Independence. . .151
  Intellectual Stimulation. . .161
  Management. . .159
  Prestige. . .152
  Security. . .151
  Supervisory Relations. . .152
  Surroundings. . .152
  Variety. . .152
  Way of Life. . .151
WRAT. . .see Wide Range Achievement Test

Zimmerman-Sanders Social Studies Test. . .112
Zip Scale for Determining Reading Level
  Comprehension. . .50
  Word Recognition. . .50